DOCUMENT RESUME

ED 106 789 CS 001 830

AUTHOR	Williams, Ralph L., Jr.
TITLE	[Sound-Word-Sentence-Meaning Song Cards].
INSTITUTION	Fremont Unified School District, Calif.
PUB DATE	73
NOTE	130p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs;" Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Basic Reading; *Beginning Reading; *Effective Teaching; Elementary Education; *Music Activities; Phonics; *Reading Instruction; *Reading Programs; Remedial Reading
IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, one of those included in "Effective Reading Programs...," is used as a supplementary program for over 400 first graders in 17 classes at eight elementary schools. The children, most of whom are white, come from middle-income families in a small city. The program was developed to strengthen the basic reading program by using songs, word riddles, and play-at-home games. Specifically, the program aims to develop early in the first-grade experience the ability to hear and visually recognize separate sounds in words; to familiarize beginning readers with the vocabulary they will later encounter in their basal texts; to develop the meaning of the vocabulary taught; and to present necessary patterned drill without the usual monotony of traditional instruction. Students are taught a traditional first-grade song, which the teacher subsequently uses as the basis for reading skill instruction. Song cards are used to provide sounds in the context of words and words in the context of sentences, and to develop phonetic sounds that include consonants, vowels, blends, diphthongs, and phonograms. The play-at-home games are vocabulary maintenance games. The program operates in the regular classroom. (WR/AIR)

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EFFECTS OF A VOCABULARY PROGRAM SET TO MUSIC ON BASIC FIRST GRADE READING SKILLS

A Thesis Presented to the Graduate Faculty

of

California State University, Hayward

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

By

Ralph L. Williams, Jr.

August, 1973

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SET TO MUSIC ON BASIC FIRST
GRADE READING SKILLS

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Date: Aug. 2, 1973
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ACKNOWLEDGMENTS

The author wishes to express his gratitude to many individuals for their contributions to this study.

For their encouragement, advice, and generous contributions of time, the author wishes to thank Dr. Walter J. McHugh and Dr. Trinidad V. Muller.

The author wishes to thank Phil Brazil, Assistant Superintendent of the Fremont Unified School District, who made this study possible. Appreciation is extended to Roy Piper, Coordinator of Reading for the Fremont schools, who cooperated throughout the project.

Special appreciation is given to the classroom teachers at Vallejo Mill School who assisted in the refinement and piloting of the materials prepared for this project. This appreciation is also extended to the classroom teachers and reading specialists who participated in the experiment at Hacienda, Noll, Alviso, Patterson, Brier, and Azevada Schools in Fremont.

The author thanks Dr. Daniel Muller who helped the writer interpret the statistical data and gave advice on writing the chapter on the Analysis of Data.

My greatest personal indebtedness is to my wife, Linda, for her patience, encouragement, and assistance during the development and the writing of this project.

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Chapter 1

STATEMENT OF THE PROBLEM

It is suggested by Heilman that ". . . most basal reader programs might possibly be strengthened by more emphasis on phonic analysis in beginning reading."[1] Durrell lists ". . . auditory perception of word elements . . ." and ". . . the ability to maintain attention in the reading task"[2] as two of the four background abilities known to be important in beginning reading. Kuhmerker writes that drill and practice are essential in reading instruction and that music can be used to ". . . reduce boredom for both children and teachers."[3] Relative to this, a number of first grade teachers have observed that many children using the Harper and Row basal series experience difficulty with word recognition when they begin preprimer three. It is also observed that many children at this time also exhibit the inability to maintain attention to the

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[1]Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill Books, 1961), p. 242.

[2]Donald D. Durrell, Improving Reading Instruction (New York: Harcourt, Brace and World, 1956), pp. 42-3.

[3]Lisa Kuhmerker, "Music in the Beginning Reading Program," Young Children, XXIV (January, 1969), 159.

reading task and that the excitement of learning something new begins to wane. Similarly, some teachers express disdain at the boring task of attempting to maintain, through flashcard drill, the vocabulary that has been taught previously. In addition to this is the problem of also teaching the new vocabulary as it is encountered in the text in an interesting manner. To remediate these problems, some first grade teachers supplement their reading lessons with commercially prepared phonetic programs and dittos along with teacher-made materials. The general weakness of the commercial materials and programs appears to be their lack of correlation with the vocabulary and content of the Harper and Row Basal Reading Program.

The primary purpose of this study will be to determine whether practice with correlated supplementary vocabulary materials that introduce the element of music and song will contribute to the development and improvement of the basic first grade reading skills; specifically, the ability to recognize or analyze isolated words and the ability to read and understand whole sentences and paragraphs.

The test of this study is based on the null hypothesis that the materials prepared by the author will not cause a higher level of achievement in vocabulary skills and in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1.

DELIMITATIONS OF THE STUDY

This study was limited to seventeen middle economic-level classes. Nine classes were selected as the experimental group and used the materials prepared for this study concurrently with Harper and Row basal readers and supplementary materials. A separate fifteen minute period was scheduled three days each week for concentrated practice with the materials prepared for this study in addition to their use five days each week during regularly scheduled reading periods. The remaining eight classes were used as the control group. The control group, like the experimental group, used Harper and Row supplementary materials and basal readers. The control group had a similar fifteen minute period allotted for phonetic instruction three days each week. A variety of teacher-made and commercially produced materials were used by the control group during this separate language period.

The classes were all located in the Fremont Unified School District. The study began the second week in September, 1972 with the administration of the Gates-MacGinitie Readiness Skills Test[4] by all first grade teachers in the Fremont Unified School District. The study

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[4]Arthur I. Gates and Walter H. MacGinitie, "Readiness Skills," Gates-MacGinitie Reading Tests (New York: Teachers College Press, Columbia University, 1969).

was completed in March, 1973 with the giving of the Gates-MacGinitie Reading Tests, Primary A, Form 1.[5] Final evaluation was made from the two Gates-MacGinitie Reading Tests.

JUSTIFICATION OF THE STUDY

> Success in initial classroom instruction is more important than providing remedy after failure. This is particularly true in learning to read, since reading is an essential basis for later school achievement.[6]

Failure in reading often results as much from children's inattention and indifference to the act of learning to read as it does from lack of ability. The author has found no "one way" in his experiences teaching children to read in first grade, or in his research of the literature, that could be called "the way." However, a different approach in a novel manner has often led some lagging students to forget their dislike for reading and drill. This study is an attempt to determine if a vocabulary program that has been set to music is a valuable tool, both in developing first grade reading skills as well as providing a different approach in presenting materials that will be both interesting and exciting.

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[5]Arthur I. Gates and Walter H. MacGinitie, Gates-MacGinitie Reading Tests, Primary A, Form 1 (New York: Teachers College Press, Columbia University, 1965).

[6]Donald D. Durrell, "First-Grade Success Study: A Summary," Journal of Education, CXXXX (February, 1958), 2.

Chapter 2

A REVIEW OF THE LITERATURE AND RELATED RESEARCH

INTRODUCTION

The initial portion of this chapter is concerned primarily with auditory, visual, and linguistic abilities as each relates to the reading process. The lack of or possession of these skills relates in varying degrees to an individual's ability to recognize a word in isolation. If the word is not a part of his sight vocabulary, the individual's ability to analyze it is also affected. A similar relationship exists between understanding sentence structure and comprehending complete sentences and paragraphs.

The final section of this chapter concerns itself with the fact that many of the skills considered essential for a child's participation in a musical activity are also considered important in beginning reading activities.[1]

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[1]Gladys C. Uhl, "Singing Helps Children Learn How to Read," Music Educators Journal, LVI (December, 1969), 45.

AUDITORY ABILITIES AS THEY RELATE TO READING

While reviewing the characteristics of poor readers Harris writes that:

> Poor auditory perception is . . . very prevalent among deficient readers. While showing normal hearing on the usual tests, such children do not distinguish small differences in the sounds of words (man and men sound alike) and have difficulty in hearing the sound of separate letters and phonograms within words.[2]

The literature emphasizes the relationship of the ability to hear separate sounds in words, the ability to listen, and the ability to read. Durrell and Murphy found a relationship between reading and listening in children of different ages.[3] Fiedler, in a study involving 1,180 children, found a similar relationship in primary-grade children with hearing losses. She found that children with hearing losses had problems in reading, spelling, and phonics.[4] However, Reynolds has found that there are indications that the reliance on auditory abilities as an aid in reading decreases after third grade. His research revealed no relationship between auditory abilities and

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[2]Albert J. Harris, How To Increase Reading Ability (4th ed.; New York: David McKay Co., 1961), p. 230.

[3]Donald D. Durrell and Helen A. Murphy, "The Auditory Discrimination Factor in Reading Readiness and Reading Disability," Education, LXXIII (May, 1953), 556.

[4]Mirian F. Fiedler, "Teachers' Problems with Hard of Hearing Children," Journal of Educational Research, XLII (April, 1949), 618-22.

reading ability at the fourth grade level.[5] Murphy investigated the relationship of perception of word elements in sight vocabulary growth, and concluded that "growth in sight vocabulary in beginning reading is related to perception of word elements."[6] Research by McNeil and Stone supports this statement. They write that "to learn to read, the child must be able to hear and distinguish the separate sounds in words."[7]

Sister Nila, in her study of first grade reading, found four factors that appear to have a significant relationship to reading achievement. In order of importance they are: (1) auditory discriminative ability, (2) visual discriminative ability, (3) range of information, and (4) mental age.[8] Manning, in summation of the first grade study he conducted under the sponsorship of the U.S. Office of Education, stresses that "the efficiency of early intensive formal visual and auditory discrimination

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[5]M. D. Reynolds, "A Study of Relationships Between Auditory Characteristics and Specific Silent Reading Abilities," Journal of Educational Research, XLVI (February, 1953), 439-49.

[6]Helen A. Murphy, "Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction," The Reading Teacher, XIX (May, 1966), 589.

[7]John D. McNeil and Janis Stone, "Note on Teaching Children to Hear Separate Sounds in Spoken Words," Journal of Educational Psychology, LVI (February, 1955), 13.

[8]Sister Mary Nila, O.S.F., "Foundation of a Successful Reading Program," Education, LXXIII (May, 1953), 543-55.

programs in developing readiness to read cannot be over-emphasized . . ."[9]

VISUAL ABILITIES AS THEY RELATE TO READING

The importance of visual abilities as both predictors and determiners of reading achievement is emphasized by the fact that they are used as indexes of readiness to read in most readiness tests. The Gates-MacGinitie Readiness Skills Test which was used in this study has seven subtests. Two of the seven subtests (visual discrimination and letter recognition) are tests of visual skills and highly influence the total weighted score which is used to evaluate general reading readiness.[10]

The literature substantiates the importance of visual discrimination abilities as predictors of success in first grade reading. However, Barrett, after a study of visual discrimination tasks, writes, ". . . it is not entirely clear which type of visual discrimination task

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[9]John C. Manning, "Evaluation of Levels-Designed Visual-Auditory and Related Writing Methods of Reading Instruction in First Grade," The First Grade Reading Studies: Findings of Individual Investigations, ed. Russell G. Stauffer (Newark, Delaware: International Reading Association, 1967), p. 72.

[10]Arthur I. Gates and Walter H. MacGinitie, "Readiness Skills, Technical Supplement," Gates-MacGinitie Reading Tests (New York: Teachers College Press, Columbia University, 1969), p. 2.

provides the most adequate basis for predicting achievement."[11] Investigations of this question fall into two categories: (1) investigations of the ability to see similarities and differences in letters and in words, (2) and investigations of the ability to see similarities and differences among geometric forms and pictures.

Nearly forty years before this question was raised by Barrett, Gates constructed tests to measure visual perception of digits, pictures, geometric designs, and words. The summation of the data collected suggests that:

> . . . perception tests utilizing digits and various printed figures, activate reactions that exert very little influence on reading and spelling, whereas those perception tests which utilize words depend on reactions that are very important factors in both reading and spelling.[12]

Paralleling this research, Gates, Bond, and Russell subsequently investigated visual discrimination of words with visual discrimination of pictures and geometric forms, and concluded that the best predictors of reading achievement in grade one are readiness tests that measure an ability that is later used in reading.[13]

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[11]Thomas C. Barrett, "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," The Reading Teacher, XVIII (January, 1965), 276.

[12]Arthur I. Gates, "A Study of the Role of Visual Perception, Intelligence, and Certain Associative Processes In Reading and Spelling," Journal of Educational Psychology, XVII (October, 1926), 441.

[13]Arthur I. Gates, Guy L. Bond, and David H. Russell, Methods of Determining Reading Readiness (New York: Bureau of Publications, Teachers College, Columbia University, 1930), p. 8.

More recently, Marchbank and Levin investigated cues which children use in word recognition. The final conclusion of their study was that word recognition was dependent on specific letters in words, namely the first and last letters. The overall shape of a word was not to be considered as a prime factor in word recognition.[14]

Most recently, Whisler conducted a comprehensive study of the effectiveness of visual memory lessons upon visual discrimination skill and reading success in first grade. An analysis of the data demonstrated that this type of training appears to be effective in improving total reading ability, especially word recognition skill.[15] However, it is concluded by Whisler that ". . . this type of training is not an aid in developing comprehension skills."[16]

Taking into account the studies reviewed pertaining to visual abilities and how they relate to reading success, it appears that learning to read requires rather exacting visual discrimination and memory, especially of letters,

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[14]Gabrielle Marchbanks and Harry Levin, "Cues By Which Children Recognize Words," Journal of Educational Psychology, LVI (April, 1965), 60.

[15]Nancy G. Whisler, "Construction of a Program of Visual Memory Training and a Statistical Analysis of Its Effects on Visual Discrimination Skill and Total Reading Ability of First Grade Students" (unpublished Master's thesis, California State University, Hayward, California, 1972), p. 167.

[16]Ibid., p. 168.

before positive transfer is exhibited in the reading process.

LANGUAGE ABILITIES AS THEY RELATE TO MEANING IN READING

The ability to recognize words in isolation and to apply word attack skills is valuable only if it makes possible the reading and comprehending of complete sentences and paragraphs. For it must be considered that reading does not take place unless the element of meaning is introduced into the act of reading.[17]

Linguists write that meaning in speech is conveyed through the use of pauses, through differences in pitch and stress, and through intonation and rhythm.[18] Similarly, writes Strang, comprehension of sentences and paragraphs is dependent on the meaning conveyed by various arrangements of words in sentences.[19] Strang further suggests that children should be taught to think of ". . . sentences as constructions within constructions, rather than as strings of words."[20] She concludes that comprehension depends upon

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[17]Albert J. Harris, How To Increase Reading Ability (5th ed.; New York: David McKay Co., 1970), p. 390.

[18]Ruth Strang, "The Reading Process and Its Ramifications," Developing Comprehension Including Critical Reading, ed. Mildred A. Dawson (Newark, Delaware: International Reading Association, 1968), p. 25.

[19]Ibid., p. 26.

[20]Ibid.

the skill to use the language, as well as knowledge of the vocabulary pertaining to the passage analyzed.[21]

Correspondingly, it is the opinion of Cammarota that if children are given the opportunity to repeat word groups, and then to read the same word groups practiced in sentences, children can be taught to intuitively read using the groupings natural to speech.[22] Cammarota, like Strang, believes that meaning is conveyed using patterns of stress and word groupings.[23]

In support of these comments, several investigations have shown that language factors which enable an individual to obtain meaning from spoken language significantly influence the ability to derive meaning from the printed page. Goodenough found a moderate to marked relationship (.79) between the ability to understand and explain meanings of words in a vocabulary test and reading ability.[24] Russell's subsequent investigations of spelling ability and its relation to reading achievement found a highly dependable relationship (.80) between reading

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[21] Ibid.

[22] Gloria Cammarota, "Word Groups in Speech and Reading," Developing Comprehension Including Critical Reading, ed. Mildred A. Dawson (Newark, Delaware: International Reading Association, 1968), p. 258.

[23] Ibid.

[24] Florence L. Goodenough, "The Reading Tests of the Stanford Achievement Scale and Other Variables," Journal of Educational Psychology, XVI (November, 1925), 523-31.

comprehension and word meaning.[25] The research of Figurel on the vocabulary of culturally disadvantaged children and Thorndike's estimates of vocabulary knowledge for children in grades two through six, showed that by grade six the vocabulary level of the culturally disadvantaged children studied had reached approximately 3,500 words. This is comparable to the word knowledge of first and second graders living in higher socioeconomic groups.[26]

Consequently, considering the literature reviewed, if reading competency is proportionate to an individual's experience with language as research implies, then reading programs need to provide as many opportunities as possible to practice differences in pitches, rhythms, and stresses. All of these are factors that give meaning to language, both spoken and written. Without meaning, language serves no purpose.

THE RELATIONSHIP OF MUSICAL ACTIVITIES TO READING

Little appears to have been researched or written about the interdisciplinary subject of music and the

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[25]David H. Russell, "Spelling Ability in Relation to Reading and Vocabulary Achievements," Elementary English Review, XXIII (January, 1946), 32-7.

[26]J. Allen Figurel, "Limitations in the Vocabulary of Disadvantaged Children: A Cause for Poor Reading," Developing Comprehension Including Critical Reading, ed. Mildred A. Dawson (Newark, Delaware: International Reading Association, 1968), p. 116.

teaching of reading. This is in spite of the fact that many of the skills considered essential for a child to participate in a musical activity (including choral reading) are also considered important in beginning reading by both teachers and writers of texts for elementary teachers.[27] Bereiter and Engelmann begin their chapter on "Music for the Preschool" by stating:

> Music can be used as a very effective language builder. Songs present statements: songs usually provide a great deal of repetition of these statements; the statements are made easier for the child to process. The tempo of most songs is slow enough that the parts of the statement are distinct and the child is able to become aware of the words and their proper pronunciation.[28]

The findings of Holmes, in his investigations of personality and spelling ability, supports the arguments that there are correlations between skills considered essential for a child to participate in a musical activity and skills also considered important for success in reading. Holmes found that the combination of phonetic associations, linguistic intelligence, tonal memory, and pitch likely accounted for from 40 to 50 percent of the differences of spelling ability in high school and college students.[29]

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[27]Gladys C. Uhl, "Singing Helps Children Learn How to Read," Music Educators Journal, LVI (December, 1969), 45.

[28]Carl Bereiter and Siegfried Engelmann, Teaching Disadvantaged Children in the Preschool (Englewood Cliffs, N. J.: Prentice-Hall, 1966), p. 210.

[29]Jack A. Holmes, Personality and Spelling Ability (Berkeley: University of California Press, 1959), pp. 213-14.

There are many similarities in learning to read music notation and in learning to read words. Anderson describes learning to read music as ". . . learning to translate symbols into meaningful sounds. . . ."[30] Harris, when writing about "the nature of reading," states:

> . . . reading is the meaningful interpretation of written or printed verbal symbols. It can apply also to the interpretation of mathematical symbols, musical notation, codes, and other symbolic systems. . . .[31]

There has been limited experimental research of the hypothesis that teaching music reading skills will bring about significant gains in basic reading skills. The most extensive research to date has been carried out by Movsesian. Movsesian studied the influence of teaching music reading skills on the development of basic reading skills. The population of his study consisted of 135 children. Movsesian concluded that the teaching of music reading brought about significant gains in basic reading skills, significant improvement in oral reading, and efficiency in the development of reading comprehension.[32]

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[30]John M. Anderson, "Improving Reading Skills Through Experiences for the Non-Musical Teacher," The Many Facets of Reading, Thirty-fifth Yearbook of the Claremont Reading Conference (Claremont, California: Claremont Graduate School Curriculum Laboratory Press, 1971), pp. 179-80.

[31]Albert J. Harris, How To Increase Reading Ability (5th ed.; New York: David McKay Co., 1970), p. 3.

[32]Edwin A. Movsesian, "Reading Music--Reading Words," The Journal of the National Education Association, LVIII (January, 1969), 42-3.

Project Thrust, a pilot study in Riverside County, California, attempted to prove that experiences in music would raise reading scores. While the results of the study tended to support Movsesian's study, the small number of students (three experimental classes and three control classes) involved in the experiment makes the results questionable.[33]

The singing of phrases or sentences involves both rhythm and phrasing. Moreover, learning to sing a phrase or sentence sets up kinesthetic patterns in the throat, in the mouth, and in the lips that serve as clues for both child and adult. Kuhmerker describes an experience that many people have had:

> The phenomenon is familiar to most adults: get them "started" and they continue the lyrics of a song without the conscious effort involved in other kinds of memorization.[34]

Fernald supports this when she writes that some individuals

> . . . remember things in terms of their own movements. In the case of a word, individuals . . . would think of the word in terms of lip and throat movements or of the movement of the hand in writing the word.[35]

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[33]"Experience in Music Lifts the Reading Scores," Public Education Bulletin, Riverside County, California, November, 1969, p. 1.

[34]Lisa Kuhmerker, "Music in the Beginning Reading Program," Young Children, XXIV (January, 1969), 159.

[35]Grace Maxwell Fernald, Remedial Techniques in Basic School Subjects (New York: McGraw-Hill Book Co., 1943), p. 182.

Present day musicians and teachers of music think of music as more than rhythm and melody.

> They see it as an organized sound: chanted, shouted, played, clapped, tapped, taped, et cetera; an activity through which every child can have a meaningful, successful, aesthetic experience. . . .[36]

Durrell and De Milia write about the reading experience in a similar vein:

> Every child would like to read with expression, putting as much emotion into his reading as he does into speech. His speech is filled with expressive animation; he wants to command attention, to interest or astonish the listener. His voice, his facial expression, his gestures convey the high significance of his message. Speech is his tool for getting favorable action and attention: he may be in high delight, in desperate need, in utter distress, in tense anger, in bewildered confusion; but whatever he says, his emotion is revealed in his speech, facial expressions, and gestures.[37]

Kuhmerker considers music a vehicle through which the vocabulary and the meaning of a song is introduced as a song is memorized.

> After learning the song by rote, the children will be familiar with the vocabulary and sentence structure of the text when the teacher presents it as a wall chart or in some other printed form for analysis. It is at this point that reading instruction begins, and all of the customary word recognition skills such as configuration clues, phonics, and structural analysis can be used. The song has served its purpose by making the introduction to new words a multi-sensory experience.[38]

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[36] Anderson, p. 179.

[37] Donald D. Durrell and Lorraine A. De Milia, Plays for Echo Reading, Teacher's Manual (New York: Harcourt, Brace and World, 1970), p. 3.

[38] Kuhmerker, p. 159.

Russell and Ousley, in the Ginn readiness program, extensively use music and songs to provide for a variety of enrichment activities. Songs are specifically used to develop new vocabulary, word meaning, auditory acuity, and rhyming ability. Songs are also used for dramatic play, speech improvement, and rhythmic interpretation.[39]

Morgan, when writing about how to "sharpen up the flattest class . . ." using music, describes how

> Children enjoy doing things that have music associated with the subject or task. And teachers realize that learning activities can be enlivened and strengthened through the use of music in the classroom.[40]

Corresponding to this, teachers have observed that many reading problems ". . . develop as much from . . . inattention and indifference as from lack of ability."[41] Nearly the same observations have been made by Durrell.

> Two . . . factors appear to be of importance to success in first-grade reading: interest in printed words and books, and the ability to maintain attention in the reading task.[42]

Concerned with the problem of maintaining interest in the reading task, Uhl proposes a different approach

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[39]David H. Russell and Odille Ousley, Manual for Teaching Fun With Tom and Betty (rev. ed.; Boston: Ginn and Co., 1957), pp. 35-202.

[40]Rebecca Morgan, "Sing a Song of Subjects," Grade Teacher, XXCIX (September, 1971), 76.

[41]Uhl, "Singing Helps Children Learn," p. 45.

[42]Donald D. Durrell, Improving Reading Instruction (New York: Harcourt, Brace and World, 1956), pp. 43-4.

using songs and music as an aid in the teaching of reading.

> As singing is presented from a different book using a different approach . . . lagging students will sometimes forget their dislike for reading and phonics and slip into singing words they would never have attempted to read.[43]

There was a period of several years that reading instruction was in many instances based upon the premise that reading should be taught primarily through visual clues.[44] Linguists ". . . are now beginning to remind us that language is learned first aurally and then visually."[45] Lefevre feels strongly that

> The first understanding to be reached in attempting a fresh approach to basic language learning is that "language is fundamentally and primarily audio-lingual," a matter of mouth and ear. Writing and printing are based on speech and derived from it; their visual representation of certain aspects of language reminds the ear not only of the sounds of the words, but of our native American English intonation, the overall melody and rhythm of entire utterances.[46]

The following chapter describes the research design of the study and the procedures followed in conducting the investigation.

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[43]Uhl, "Singing Helps Children Learn," p. 45.

[44]Kuhmerker, "Music in the Beginning Reading Program," p. 159.

[45]Ibid.

[46]Carl A. Lefevre, Linguistics and the Teaching of Reading (New York: McGraw-Hill Book Co., 1964), p. 4.

Chapter 3

PLAN AND PROCEDURE OF THE STUDY

The primary purpose of this study will be to determine whether practice with correlated supplementary vocabulary materials that introduce the element of music and song will contribute to the development and improvement of the basic first grade reading skills; specifically, the ability to recognize or analyze isolated words and the ability to read and understand whole sentences and paragraphs.

The test of this study is based on the null hypothesis that the materials prepared by the author will not cause a higher level of achievement in vocabulary skills and in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1.

The purpose of this chapter is to detail the research method used in the study and the procedure in which the study was carried out.

RESEARCH METHOD

An experimental research design was employed which involved the selection of a control group and an experimental group. The Gates-MacGinitie Readiness Skills Test

was administered in September to measure the differences between the first grade populations of the control and the experimental groups. The Gates-MacGinitie Reading Tests, Primary A, Form 1 was administered in March to both groups to measure the effectiveness of the experimental materials that were introduced in September to the experimental groups. The test scores derived at the beginning and the end of the study period were computed for standard deviation and mean differences. T tests were used to test the mean differences of both groups in September and in March as well as to test the null hypothesis stated in Chapter 1.

DESCRIPTION OF POPULATION

The children and teachers involved in this study come from six schools located in the Fremont Unified School District, Alameda County, California. The greatest percentage of the children participating in the study come from middle economic-level homes. The mobility of the student population of the schools studied was minimal.

Selection of Schools

Schools selected for the study were selected at random from schools in the district that used the Harper and Row Basal Reading Series as their primary text. The first grades at each school subsequently became the study groups (control and experimental).

Reading Specialists

The reading specialist at each school was involved as both a monitor and a participant. Besides their daily work with the teachers and children, reading specialists kept the following records: (1) amount of time the materials prepared for this study were used by the experimental group (2) amount of time teacher-made or supplementary materials were used by the control groups. Reading specialists at each school also completed a Variable Evaluation Form that was used as the basis of judging the compatibility of the experimental and control group teachers. The teacher variable portion of the questionnaire asked for a judgment of both personal qualities and teaching abilities of the teachers involved in the study. Two other variables were examined on the questionnaire: (1) materials, and (2) other factors that might influence the study. A copy of the Variable Evaluation Form may be found in Appendix A.

FINAL STUDY POPULATION

Children included in the study were those children who completed both the Gates-MacGinitie Readiness Skills Test and the Gates-MacGinitie Reading Tests, Primary A, Form 1.

Size of Population

The study population consisted of 402 first grade children. A count of the number of boys and girls showed that there were 103 boys and ninety-five girls in the control group (198 total) and 108 boys and ninety-six girls in the experimental group (204 total).

SCHOOL PROGRAMS

Both control and experimental group schools operated under the regular curriculum guidelines authorized by the Fremont Unified School District. Special projects funded by federal or state monies were not in operation at any of the schools.

Each group (control and experimental) used Harper and Row basal reading materials and manuals as guides for the teaching of reading. An equal amount of time was spent in both the experimental and control groups in reading activities. The difference was that the control group did not use the materials developed for the experimental group.

The experimental group was guided by a teacher's manual (see Appendix B) which explained exactly how the supplemental materials were to be used. Workshops were given by the researcher in order to avoid any misinterpretations of how the materials were to be used and to provide uniformity in testing. Reading specialists in the

control schools acted as monitors to avoid any introduction of the experimental materials at those schools.

MATERIALS USED

Harper and Row Supplementary Materials and Basal Readers

Both the experimental and the control groups used the following Harper and Row Basic Reading Program materials:

Janet and Mark, First Preprimer

Outdoors and In, Second Preprimer

City Days, City Ways, Third Preprimer

Just for Fun, Fourth Preprimer

Preprimer Workbook (used with all four preprimers)

Duplicating Masters (used with all four preprimers)

Around the Corner, Primer

Workbook for Around the Corner

Duplicating Masters for Around the Corner

Real and Make-Believe, First Reader

Workbook for Real and Make-Believe

From Elephants to Eskimos, Subject Matter Strand

Workbook for From Elephants to Eskimos

Examination of the information obtained from the Variable Evaluation Form indicated a variety of commercial and teacher-constructed games and materials present in the classrooms of the control and experimental groups. Teacher-constructed materials appeared to correlate most closely with Harper and Row reading materials. However,

quality and amount varied greatly from classroom to classroom.

Sound-Word-Sentence-Meaning Song Cards

The main variable in this study has been the use of the materials developed for this experiment (a complete set of Sound-Word-Sentence-Meaning Song Cards can be found in Appendix B). The author correlated these materials with the Harper and Row Basic Reading Program through the use, primarily, of its preprimer vocabulary. The vocabulary of the cards follows as closely as possible the same sequence of vocabulary introduction as is used in the four preprimers of the Harper and Row Basal Reading series. The intent of these materials is to develop and strengthen early in the first grade experience the ability to hear and visually recognize separate sounds in words, as well as to familiarize the children with the vocabulary they will encounter in the basal texts. Consequently, a sound element was selected from each vocabulary word, stressed in isolation, spoken next in the context of the word, and finally the word is used in the context of a sentence. The use of the word in a sentence provides some development of the meaning of the word. However, further meaning is developed through the use of questions that are provided on the back of each Sound-Word-Sentence-Meaning Song Card. Many repetitions of the word elements and sentences are provided for as the cards are sung to the tune of "Skip to

My Lou" (see teacher's manual for Sound-Word-Sentence-Meaning Song Cards for music, Appendix B). These materials were set to music and song with the thought that songs have advantages of being able to present patterned drill without the deadly monotony that affects many programs.

TESTING

Two tests of the Gates-MacGinitie Reading Tests were used in the experiment: The Readiness Skills Test and the reading achievement test, Primary A Test, Form 1.

The Gates-MacGinitie Readiness Skills Test was given in September and was used to evaluate the general reading readiness of the experimental and control groups and to test for differences between the two populations.

The Gates MacGinitie Reading Tests, Primary A, Form 1, was given the last week of February and was used to evaluate the development of vocabulary and comprehension skills.

Publisher's correlations between the scores of the Readiness Skills Test and the Vocabulary and Comprehension subtests of the Gates-MacGinitie Reading Tests, Primary A, Form 1, show a moderate relationship for the vocabulary subtest (.60), and a fair degree of relationship for the comprehension subtest (.59).[1]

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[1]Arthur I. Gates and Walter H. MacGinitie, "Readiness Skills, Technical Supplement," Gates-MacGinitie Readiness Skills Test (New York: Teachers College Press, Columbia University, 1969), p. 3.

To assure uniformity in test procedures, a workshop was conducted for all first grade teachers and reading specialists prior to the giving of the readiness test in September. In February a workshop was held for all reading specialists, who in turn supervised and monitored the administration of the Gates-MacGinitie Reading Tests, Primary A, Form 1. The following timetable was used to administer the tests:

Gates-MacGinitie Readiness Skills Test
given September 11 through September 15, 1972.

Gates-MacGinitie Reading Tests, Primary A, Form 1,
given February 26 through March 2, 1973.

Chapter 4

ANALYSIS OF THE DATA

INTRODUCTION

The preceding chapter described the design used in conducting the experimental phase of the study. It explained the procedures employed, the description of the population, selection of the teachers, selection of the children, school programs, testing, and materials used. This chapter presents an analysis of the data collected.

The analysis is accompanied by tables which present comparison of means, standard deviations, differences between means, and levels of significance. Graphs showing equivalent centile scores are used so that a visual presentation of the results may be included. As a further means of making the scores of the different tests directly comparable, the raw scores of the different tests have been changed to normalized standard scores (The Gates-MacGinitie Readiness Skills Test and the Gates-MacGinitie Reading Tests, Primary A, Form 1. Each has a normalized standard score mean of 50, and a standard deviation of 10).

STATISTICAL PROCEDURES

Mean and standard deviations were computed for each group (experimental and control) on the Gates-MacGinitie Readiness Skills Test given in September and the Gates-MacGinitie Reading Tests, Primary A, Form 1 given in February. These scores were then used to obtain the standard error of the difference between the means of the readiness and of the vocabulary and comprehension tests. T scores were then obtained from the collected data by dividing the observed difference between the two means by the standard error of the difference between the means.[1]

The criterion for the interpretation of the null hypothesis was arbitrarily set at the following levels as detailed by Johnson:

> The custom is to reject the hypothesis tested if the observed value of the criterion is greater than (lies beyond, usually) the 1 per cent point, to remain in doubt if it lies between the 5 per cent and 1 per cent points, and to accept the hypothesis if the criterion is less than the 5 per cent point.[2]

Since the sample size was large (204 children in the experimental group and 198 children in the control group), degrees of freedom for t values were established at infinity. Critical t values are 3.291 for the .001 level

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[1]Robert H. Koenker, Simplified Statistics (Totowa, New Jersey: Littlefield, Adams & Co., 1971), p. 8.

[2]Palmer O. Johnson, Statistical Methods in Research (New York: Prentice-Hall, 1949), p. 65.

of probability; 2.576 for the .01 level of probability; and 1.960 for the .05 level of probability.

ANALYSIS OF READINESS DATA

Gates-MacGinitie Readiness Skills Test

The results of the readiness test (see Table 1) indicated a close alignment of the two means (experimental mean 56.26; control mean 56.67; difference between means: .41). Subsequently, the standard error of the difference between the two means was determined to ascertain whether or not the difference between the experimental mean and the control mean on the readiness test was significant or merely due to chance. Since the actual difference between the means of the two groups (.41) is considerably less than 3 standard errors (2.278) and less than 1 standard error (.759), no significant difference between the means of the two populations could be found. The t test was then administered and the observed value of t (.54) was less than the .05 level of probability (1.960). Again, it can be concluded that there is no significant difference between the mean scores of the control and the experimental groups in September at the readiness level.

Table 1 presents a comparison of means, standard deviations, differences between means, and levels of significance for each of the first grade groups tested (control and experimental).

Table 1

A Comparison of Standard Scores Achieved by the Control and Experimental Groups on the Gates-MacGinitie Reading Readiness Skills Test

Experimental[a]		Control[a]			
$Mean_1$	S.D.	$Mean_2$	S.D.	M_1-M_2	t^b
56.26	7.17	56.67	8.03	.41	.54[c]

[a]Number Experimental = 204; Number Control = 198.

[b]Degrees of Freedom = infinity (population greater than 120).

[c]Less than the .05 level of probability, therefore, not significant.

Comparison to National Norms

It was desired to discover how the readiness scores of the experimental group (mean: 56.26; standard deviation: 7.17), and the control group (mean: 56.67; standard deviation: 8.03) compared with the nationwide standardization of the Gates-MacGinitie Readiness Skills Test (mean: 50; standard deviation: 10). The t test was applied separately for each group (experimental and control) against the normalized standard score mean and standard deviation of the Gates-MacGinitie Readiness Skills Test. Since the observed value of t (12.49) for the experimental group and the observed value of t (11.69) for the control group are both considerably greater than the .001 level of

probability (3.291), one can conclude that there is a highly significant difference between the readiness scores of the population selected for this study and the norming population of the Gates-MacGinitie Readiness Skills Test.

Table 2 compares normalized standard scores of the Gates-MacGinitie Readiness Skills Test with the readiness standard scores achieved by the study population (control and experimental).

Table 2

Study Population Standard Scores Compared to Gates-MacGinitie Readiness Skills Test's Nationwide Norms

Group	Mean	S.D.	M_1-M_3	M_2-M_3	t
Experimental	56.26_1	7.17	6.26		12.49[a]
Control	56.67_2	8.03		6.67	11.69[a]
Gates-MacGinitie	50.00_3	10.00			

[a]Significant at the .001 level of probability.

Teacher Variable

Realizing that scores may be influenced by factors other than the dissimilarity of study populations, teacher variable was also examined. Reading specialists at each school completed the Variable Evaluation Form found in Appendix A. Reading specialists were chosen to complete the Variable Evaluation Form because of their daily work in classrooms with the teachers involved, as well as their

daily work with all teachers in grades kindergarten through third.

Reading specialists monitoring the experimental group evaluated 67 percent of their first grade teachers as superior in ability, 33 percent as average in ability, and none of their teachers as below average in ability. The control group reading specialists evaluated 89 percent of their first grade teachers as superior in ability; 11 percent average in ability; and none of their teachers as below average in ability. The feeling was expressed that in most instances, principals were careful to place good teachers in their first grade classes. The t test was applied to the percentage of teachers judged superior in each group. Since the observed value of t (1.169) is less than the .05 level of probability (2.120), one can conclude that there is no significant difference between the percentage of teachers rated superior and average in either group.

Table 3 evaluates the overall classroom strengths of the teachers in the experimental and control groups.

Table 3

Analysis of Teacher Variable

Group	Superior		Average		Weak		Total		
	No.	%	No.	%	No.	%	No.	%	t[a]
Experimental	6	67	3	33	0	0	9	100	1.169
Control	8	89	1	11	0	0	0	100	

[a]Less than the .05 level of probability, therefore, not significant.

Summary of Readiness Data

Analysis of the study population readiness test scores (control and experimental) supports the assumptions that the populations selected for the study were drawn at random from similar populations whose means and standard deviations are equal. Teacher competency appears statistically equal. However, broad conclusions or general statements pertaining to other students in other schools or geographic areas cannot be made from the results of this experiment unless the differences between the study population and the norming population of the Gates-MacGinitie Readiness Skills Test are taken into consideration.

ANALYSIS OF VOCABULARY AND COMPREHENSION TEST DATA

The t test was applied to the vocabulary and the comprehension tests of the Gates-MacGinitie Reading Tests,

Primary A, Form 1, to assess whether or not the two groups differed in achievement twenty-two weeks after the introduction of the materials prepared for this study.

Analysis of Vocabulary Test Data

Vocabulary mean scores were first examined to determine the significance of the difference between the two means (experimental mean: 59.64; control mean: 57.74; difference between means: 1.91). The observed value of t (2.298) was found to lie between the .01 level of probability (2.576) and the .05 level of probability (1.960). Consequently, there was doubt as to the degree of significance of the difference between the vocabulary mean scores of the two groups (control and experimental).

Table 4 examines the standard scores achieved by the control and experimental groups on the vocabulary subtest of the Gates-MacGinitie Reading Tests, Primary A, Form 1, in February.

Table 4

A Comparison of Standard Scores Achieved by the Control and Experimental Groups on the Vocabulary Subtest of the Gates-MacGinitie Reading Tests

Test	Experimental		Control			
	$Mean_1$	S.D.	$Mean_2$	S.D.	M_1-M_2	t
Primary A, Form 1 (Vocabulary)	59.65	7.56	57.74	9.07	1.91	2.30[a]

[a]Significant at the .05 level of probability.

Further testing was necessary to determine if significant gains had been made by the experimental group on the vocabulary subtest. Consequently, to answer this question, the means of the control and experimental groups were compared individually against their respective readiness score means (experimental mean: 56.26; control mean: 56.67). The observed value of t (4.653) for the experimental group exceeded the .001 level of probability (3.291), indicating that a highly significant difference between the two mean scores (readiness and vocabulary) had occurred. However, the observed value of t (1.244) for the control group was less than the .05 level of probability (1.960) indicating that no significant difference between the two mean scores (readiness and vocabulary) had occurred.

Conclusion of Vocabulary Test Data

The results support the conclusion that the difference between the two samples did not occur by chance. This enables the first portion of the null hypothesis, which states that the materials prepared by the author for this study will not cause a higher level of achievement in vocabulary skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1, to be rejected.

Table 5 illustrates the differences that had occurred between the mean scores achieved by each group on the readiness and vocabulary tests.

Table 5

A Comparison of Readiness Standard Scores and Vocabulary Standard Scores Achieved by Each Group

	Readiness Skills Test		Primary A (Vocabulary)			
	$Mean_1$	S.D.	$Mean_2$	S.D.	M_1-M_2	t
Experimental	56.26	7.17	59.65	7.56	3.39	6.41[a]
Control	56.67	8.03	57.74	9.07	1.07	1.66[b]

[a]Significant at the .001 level of probability.

[b]Less than the .05 level of probability, therefore, not significant.

Analysis of Comprehension Test Data

Comprehension mean scores were examined last to determine the significance of the difference between the two mean scores (experimental mean: 59.05; control mean: 56.54; difference between mean scores: 2.51). Since the observed value of t (2.796) is greater than the .01 level of probability (2.576), one can conclude that there is a significant difference between the comprehension means of the two groups.

Table 6 shows the standard scores achieved by the control and experimental groups on the comprehension subtest of the Gates-MacGinitie Reading Tests, Primary A, Form 1, in February.

Table 6

A Comparison of Standard Scores Achieved by the Control and Experimental Groups on the Comprehension Subtest of the Gates-MacGinitie Reading Test

	Experimental		Control			
	$Mean_1$	S.D.	$Mean_2$	S.D.	M_1-M_2	t
Primary A, Form 1 (Comprehension)	59.05	8.44	56.54	9.54	2.51	2.80[a]

[a]Significant at the .01 level of probability.

The comprehension mean scores of the control and experimental groups were next compared individually against

their respective readiness mean scores (experimental readiness mean: 56.26; control readiness mean: 56.67). The observed value of t (4.719) for the experimental group exceeded the .001 level of probability (3.291), indicating that a highly significant difference between the two mean scores (readiness and comprehension) had occurred. However, the observed value of t (.192) for the control group was less than the .05 level of probability (1.960), indicating that no significant difference between the two mean scores (readiness and comprehension) had occurred.

Table 7 shows the differences that had occurred between the mean scores achieved by each group on the readiness and comprehension tests.

Table 7

A Comparison of Readiness Standard Scores and Comprehension Standard Scores

	Readiness Skills Test		Primary A (Comprehension)			
	M_1-M_2	S.D.	$Mean_2$	S.D.	M_1-M_2	t
Experimental	56.26	7.17	59.05	8.44	2.79	4.72[a]
Control	56.67	8.03	56.54	9.54	.13	.19[b]

[a]Significant at the .001 level of probability.

[b]Less than the .05 level of probability, therefore, not significant.

Conclusion of Comprehension Test Data

The testing of this study was based on the null hypothesis that the materials prepared by the author will not cause a higher level of achievement in vocabulary skills and in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1. The first portion of the null hypothesis has previously been rejected. The second part of the null hypothesis, stating that the materials prepared by the author will not cause a higher level of achievement in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1, also is rejected.

SUMMARY OF ANALYSIS

The previously described tests of significance enabled the null hypothesis, that the materials prepared by the author for the study will not cause a higher level of achievement in vocabulary and in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1, to be rejected.

INFERENCES AS TO THE VALUE OF THE MATERIALS

Analysis of the tests of significance performed also allows certain inferences to be drawn as to the value of the materials prepared for this study with reference to

the first grade population studied. Keeping in context the higher mean scores of the study population to the norms of the test instruments used, it appears that a supplementary vocabulary building program correlated to the vocabulary and content of the Harper and Row basal series merits consideration as a valuable supplementary program for first grade children using the Harper and Row Basal Series.

Chart 1 utilizes centile scores to show mean levels of the control and experimental groups after twenty-two weeks of reading instruction.

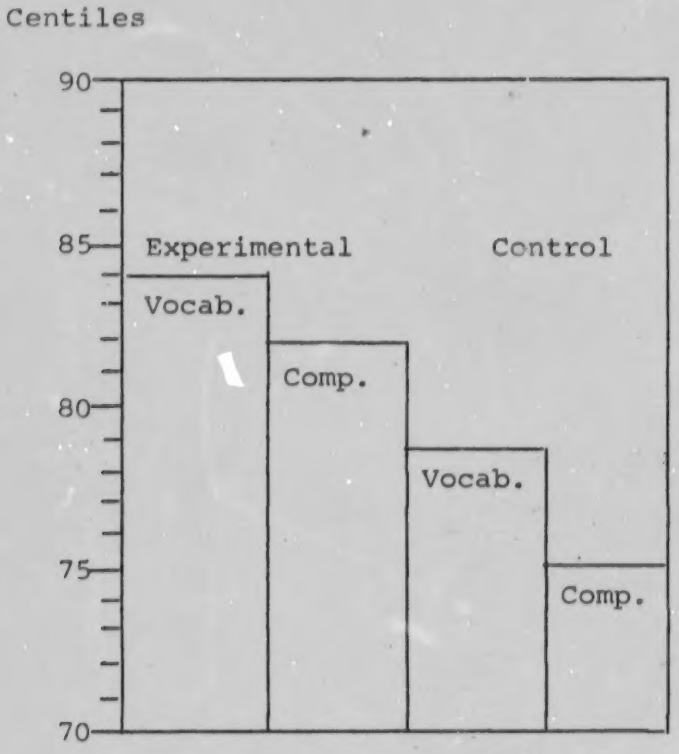

Chart 1

A Comparison of Vocabulary and Comprehension Centile Mean Scores Achieved by the Study Population

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

SUMMARY

The purpose of this study was to determine whether practice with correlated supplementary vocabulary materials that introduced the element of music and song into the reading program, would contribute to the development and improvement of basic first grade reading skills; specifically, the ". . . ability to recognize or analyze isolated words" and ". . . the ability to read and understand whole sentences and paragraphs."[1]

Studies and articles found in the literature that related to the problems stated above were reported. There was a great amount of research directly pertaining to the ability to recognize and analyze isolated words, and to the ability to read and understand whole sentences and paragraphs. However, although many articles were reported,

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[1]Arthur I. Gates and Walter H. MacGinitie, "Teacher's Manual, Primary A," Gates-MacGinitie Reading Tests (New York: Teachers College Press, Columbia University, 1965), p. 1.

research related specifically to the interdisciplinary subject of music and the teaching of reading was minimal.

An experimental research design was employed which involved the random selection of schools for the control and the experimental groups. The study involved 402 students from seventeen first grade classes in Fremont, California. Children in the study came from middle economic-level homes. The mobility of the student population was minimal.

Each group used the Harper and Row Basal Reading materials and manuals as guides for the teaching of reading. An equal amount of time was spent by the experimental and control groups in reading activities. Reading specialists at each school monitored the use of the materials prepared for the study, as well as recorded time spent in reading activities (control and experimental). The difference between the control and experimental programs was that the control group did not use the materials developed for the experiment.

Two tests were used: the Gates-MacGinitie Readiness Skills Test, and the Gates-MacGinitie Reading Tests, Primary A, Form 1. Analysis of the readiness test data supported the assumptions that the populations were drawn at random from similar populations who were statistically equal.

The t test was used to test the null hypothesis. T tests of the data obtained enabled the null hypothesis, that the materials prepared by the author for the study would not cause a higher level of achievement in vocabulary and comprehension skills, to be rejected.

CONCLUSIONS

The following conclusions are based on the analysis of the data collected:

1. Children in the experimental group, using a supplementary vocabulary building program correlated to the vocabulary and content of the Harper and Row Basal Reading Series, scored significantly higher in the ability to recognize or analyze isolated words.

2. Significantly higher scores were similarly shown in the ability to read and understand complete sentences and paragraphs.

3. Broad conclusions or general statements pertaining to other students in other schools or geographic areas cannot be made from the results of this experiment unless the differences between the study population and the norming populations of the Gates-MacGinitie Reading Tests (Readiness and Primary A) are taken into consideration (see Chapter 4).

SUGGESTIONS FOR FURTHER RESEARCH

Recognizing that there are many factors that affect a child's ability to read, the following recommendations are made pertaining to further research:

1. Further study would be helpful in determining the degree of influence the five workshops conducted by the author had upon the final results.

2. The materials for this study were prepared with four aspects of the reading process in mind: (1) the ability to repeat a sentence spoken by another individual, (2) the ability to hear and recognize separate sounds in words, (3) the ability to hear separate words in sentences and note their position within a model sentence, and (4) the ability to apply either phonetic skills or syntax skills in answering questions pertaining to the meanings of words in the sentences taught. It would be valuable to know which of these abilities, or combination of abilities, has the greatest influence on success in beginning reading.

3. Songs were used to provide many repetitions of sounds in isolation, sounds in the context of words, and words in the context of sentences. How significantly did the factor of repetition account for the gains shown? Would similar materials be as effective if the element of music and song were eliminated? Further studies might explore these questions.

4. The Sound-Word-Sentence-Meaning Cards used consisted of 150 2½ by 11 inch flash cards that emphasized word elements within selected key words. Many of the word elements used occur infrequently and have little phonetic application. Did the techniques employed in this study introduce the factor of mnemonics? This factor might be investigated in future studies.

5. The vocabulary of the Harper and Row Basal Reading Series does not follow a pattern of strict control of sound-symbol relationships. Would like or greater results be achieved if similar materials were prepared for a reading series that strictly controlled sound-symbol relationships?

6. No attempt was made to test whether the children involved in the experiment were benefiting from the specific words taught by the Sound-Word-Sentence-Meaning Cards. Hindsight suggests that a series of ten or fifteen criterion reference check tests could have been developed or should now be developed as a follow-up for this study. This might or might not precisely measure whether the materials and the activities associated with the materials were responsible for the statistical gains shown.

7. Parental reaction to the Play-At-Home Games was not examined during the course of this study. Since the Play-At-Home Games were an integral part of this study, their effectiveness should be examined in detail.

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APPENDIXES

APPENDIX A

VARIABLE EVALUATION FORM

VARIABLE EVALUATION FORM

This form has two purposes. The first purpose is to evaluate the overall classroom strengths of the teachers in the experimental and control groups. A fair evaluation of the materials constructed for this experiment cannot be made unless this factor is taken into perspective. So that the information gathered on this form may be kept confidential, use no names on this paper (neither teacher nor school). For your reference only, designate the teachers in your school by number. Use a separate form for each teacher involved in this project at your school.

The second purpose of this form is to make a listing of supplementary reading materials and programs other than Harper and Row that are being used at your school.

1. Teacher number ( )

2. Control or experimental group? ( )

3. This teacher displays the following characteristics (check the statement which appears to be most true):

   3.1 Displays both personal qualities and teaching abilities that would be considered superior in a first grade teacher. ( )

   3.2 Displays both personal qualities and teaching abilities that would be considered satisfactory, but not superior in a first grade teacher. ( )

   3.3 Personal qualities and teaching abilities would likely be judged below average if a comparison were made with other first grade teachers you have observed. ( )

4. Please list those supplementary reading materials other than Harper and Row that are used in this class (commercial and teacher-constructed). _____

   _____

   _____

5. Please list special programs in your school that might have influence on test scores. _____

   _____

   _____

   _____

   _____

APPENDIX B

SOUND-WORD-SENTENCE-MEANING SONG CARDS

GOALS AND SUGGESTED USES FOR SOUND-WORD-SENTENCE-MEANING SONG CARDS AND PLAY-AT-HOME GAMES

By using songs, word riddles, and vocabulary maintenance games (the Play-at-Home Games), it is the intent of these materials to supplement and strengthen your present Harper and Row Basic Reading Program. Primarily preprimer and primer Harper and Row Vocabulary words have been used in the writing and preparation of these materials. Some key words have been taken from the first, second and third readers of Harper and Row.

1. Cards 1-26 (color-coded red) and Play-at-Home Game 1 can be used in kindergarten to introduce the letters of the alphabet, their sounds, and the vocabulary of preprimers one and two of the Harper and Row Basal Reading Series. The goal at this level is to teach that letters have sounds, that the letters and their sounds become words, and that words used together become sentences. Since only singing is involved, there is no formal reading instruction at this level. The kindergarten teacher can use the activity of singing to develop correct diction and speech patterns.

2. The first grade teacher can use all of the materials in this set (cards 1-150, Play-at-Home Games 1-6) to teach and reinforce letter recognition, sound-symbol relationships, and the vocabularies of the preprimers and primer. The word riddles found on the back of each SWSMSC[1] can be used to develop word meaning and introduce punctuation. The games that accompany each sequence are for maintenance of vocabulary.

3. The second grade teacher can use all these materials to reinforce and maintain first grade vocabulary and to review the word attack skills that were taught and introduced in first grade.

4. After first grade these materials can be used for remediation. A child who experiences difficulty reading these cards is reading below the primer level. He will likely be lacking many of the sight words and word analysis skills that are presented on both the SWSMSC and in the Play-at-Home Games.

[1]Sound-Word-Sentence-Meaning Song Cards abbreviation

CONTENTS OF THE SOUND-WORD-SENTENCE-MEANING SONG CARDS

1. Red Sequence -- Cards 1-26, Game 1. Cards 1-26 introduce the 21 consonant sounds and the 5 short vowel sounds. The vocabulary of the key words and sentences comes mainly from preprimers one and two. Each sound in this sequence of cards, as in all of the sequences that follow, is first presented in isolation, used in a key word, and then the key word is used in the context of a sentence. Sounds, key words, and key sentences are taught, reinforced and maintained as the children sing the sounds, key words, and key sentences to the tune of "Skip to My Lou". Word riddles consisting of antonyms, synonyms, closure, and word analysis clues are used to strengthen the meaning of the words taught in the sentences on the SWSMSC. These riddles are found on the back of the cards. Key word vocabulary is maintained through the use of the Play-at-Home Games that are provided for each sequence of the SWSMSC.

2. Orange Sequence -- Cards 27-51, Game 2. Cards 27-51 cover the first sequence of digraphs, blends, dipthongs, and phonograms. The vocabulary of the key words and sentences comes mainly from preprimers two and three.

3. Yellow Sequence -- Cards 52-74, Game 3. Cards 52-74 provide practice using additional key words for the short vowel sounds. The vocabulary of the key words and sentences used in this sequence comes mainly from preprimers one and two. Long vowels are taught separately as phonograms in the orange, green, blue and violet sequences.

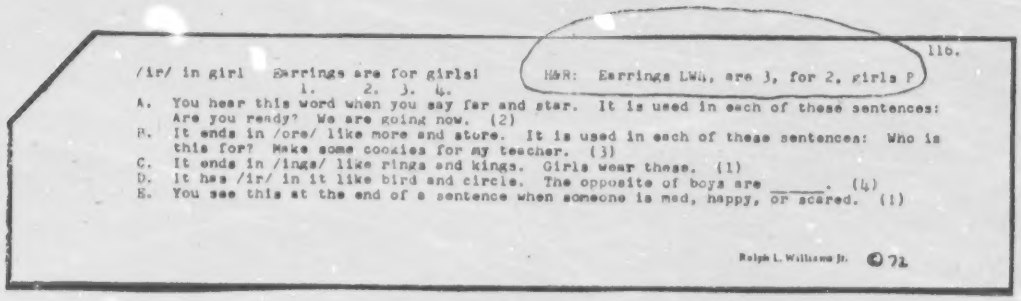
4. Green Sequence -- Cards 75-100, Game 4. Cards 75-100 contain phonograms found mainly in words used in all four preprimers.

5. Blue Sequence -- Cards 101-126, Game 5. Cards 101-126 complete the second sequence of digraphs, blends, and dipthongs. This sequence emphasises the vocabulary of the primer.

6. Violet Sequence -- Cards 127-150, Game 6. Cards 127-150 present 26 additional phonograms. The phonograms in this sequence are found in the preprimer and primer vocabulary.

Vocabulary Level

Cards 1-150, Games 1-6. The sentence words with their coded vocabulary levels are found on the back of each SWSMSC in the upper right corner (see illustration). Card number 116 is used as an example: H&R: Earrings LW4 (label word, preprimer 4) are 3 (preprimer 3), for 2 (preprimer 2), girls p (primer). The numbers 1,2,3 or 4 used by themselves indicate preprimer levels 1-4. P is the code for primer. R is the code for reader. R3 is the code for the third reader. RW means rhyming word. RW3 means rhyming word found in preprimer 3.



116.

/ir/ in girl Earrings are for girls! H&R: Earrings LW4, are 3, for 2, girls P
1. 2. 3. 4.

A. You hear this word when you say far and star. It is used in each of these sentences: Are you ready? We are going now. (2)
B. It ends in /ore/ like more and store. It is used in each of these sentences: Who is this for? Make some cookies for my teacher. (3)
C. It ends in /ings/ like rings and kings. Girls wear these. (1)
D. It has /ir/ in it like bird and circle. The opposite of boys are _____. (4)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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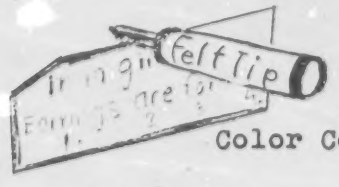
Do This Now Before Reading Further

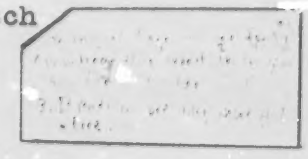
Become familiar with your set of SWSMSC and save yourself hours of work later by color coding and notching your cards now. This will make sure that you don't have cards upside down or backwards when you want to use them as flash cards. It will also aid you in putting them back into sequence after they have been used by the children. Color code your cards by taking a felt tip and running it around the outside edge of the cards. The following color code is suggested: color code cards 1-26 red, cards 27-51 orange, cards 52-74 yellow, cards 75-100 green, cards 101-126 blue, and cards 127-150 violet.

Notch your cards on the upper left corner with a paper cutter. A notch in the upper left corner not only aids in putting the cards back together, it establishes the left side of the card as the side to begin reading on.



Color Code

Notch



INTRODUCING THE SOUND-WORD-SENTENCE-MEANING SONG CARDS

The SWSMSC were written to be sung to the melody of the folk tune, "Skip to My Lou". Your first lesson is to teach the tune, "Skip to My Lou".

C C
Fly in the buttermilk, shoo fly shoo
G7 G7
Fly in the buttermilk, shoo fly shoo
C C
Fly in the buttermilk, shoo fly shoo
G7 C
Skip to my lou, my darling

Here is how the SWSMSC number one looks when it is sung to the tune of "Skip to My Lou".

C C
/a/ in and, Janet and Mark, jump!
G7 G7
/a/ in and, Janet and Mark, jump!
C C
/a/ in and, Janet and Mark, jump!
G7 C
Learning my phonic skills, skills, skills!

Many teachers have their children clap on the words, "skills, skills, skills."

A SAMPLE LESSON USING THE SOUND-WORD-SENTENCE-MEANING SONG CARDS

After the teacher has taught the class to sing "Skip to My Lou" and the verse to card number one, she holds up card number one and says, "This is the verse that we have been singing: "/a/ in and, Janet and Mark, jump!" She then points to the letter "a" and says, "This is the lower case letter 'a'. Sometimes it tells you to say /a/ as in the word 'and'." The teacher then points to the word "and" and says, "Here is the word 'and'. It is spelled a - n - d, 'and'. Now you spell and say the word with me: a - n - d, 'and'. Very good!" The teacher now points to each word in the sentence and says, "These words tell you to say, 'Janet and Mark, jump!' Say the words as I point to them. Good going! Now look carefully at the numbers one, two, three and four that you have in front of you (pupil-response cards). Which of these numbers is the same number that you see beneath the word 'and'? Number two -- excellent! Now who can remember what the letter 'a' tells us to say when we say the word 'and'? That is right. The letter 'a' tells us to say /a/, in the word 'and'. When we say /a/ what word are we going to think of? That's right -- 'and'. Now when we say the phrase '/a/ in and', what is the sentence we are going to think of? Good -- 'Janet and Mark, jump!' Excellent! Now let's sing the verse we have just learned. I'll point to the words as we sing them. One, two, ready, sing . . . ."

A kindergarten or first grade child's first experience with the Sound-Word-Sentence-Meaning Song Cards should be that of learning to make the sound correctly, remembering the key word that contains the sound, and remembering the key sentence that the key word is used in. The number of cards taught will depend on the class's learning span.

USING THE RIDDLES

During the field testing of these materials it was found that the first grade children soon learned to sing a sound, its key word, and its key sentence. But this did not necessarily mean that they could associate a sound with a letter, or a spoken word with a word flashed, or read the sentence shown. Sounds, key words, and key sentences were rapidly memorized because they could be sung. While this develops useful speech and diction patterns, until independent thinking has taken place, it does not provide the opportunity for the children to apply the word analysis

skills and sight word knowledge they have acquired. It takes the interaction of the teacher and the child at this low level of learning to make this take place. The riddles on the back of each card were written for this purpose. Because the children respond to these questions by holding up numbers (or fingers to indicate a number), these materials can be used with small groups or with the total class. This provides the teacher with the opportunity to rapidly see how well the class is developing a sight vocabulary and applying the skills taught. For these materials to be effective, drill with the riddles must be done once or twice weekly. Choose the cards that contain the words that the children are having the most difficulty with during oral reading. Start keeping a "stinker-word" list now.

USING THE PLAY-AT-HOME GAMES

When you feel that the vocabulary of a SWSMSC sequence has been mastered, use a copier to make a duplicating master of the corresponding Play-at-Home Game. Run them on the backs of other papers you are preparing for your children. With luck some of your children's work, along with a Play-at-Home Game, will get home. Field testing indicates that children do take Play-at-Home Games home.

Play-at-Home Games are easy to play vocabulary maintenance games. Children simply roll a die and read as many words as the number they have rolled on the die. They then advance towards Win the number of words they read correctly. Plastic die are noisy. It is suggested that you cut foam into cubes and let your children make their own die. Markers can be a variety of objects. One teacher gives each child a red and white bean along with these instructions: "Take these two beans home. Use them as markers when you play with mom or dad. When you have finished your game, plant your beans in wet cotton like I showed you today." She has gotten many favorable responses from parents.

A word of caution: Never send a Play-at-Home Game home with a child unless that child knows the vocabulary of the game board as well as how to play the game. Remember that these are vocabulary maintenance games -- they do not teach new words.

a in and

Janet and Mark, jump!
1. 2. 3. 4.

1.

/a/ in and Janet and Mark, jump! HaR: Janet 1, and 1, Mark 1, jump 1
1. 2. 3. 4.

A. It ends like pet and jet. It is the name of a little girl. (1)
B. It ends like pump and stump. If you saw a ghost you might ___. (4)
C. It begins with /a/. You hear it in the middle of the phrase: Janet and Mark. (2)
D. It ends like lark and park. It is the name of a little boy. (3)
E. When you see this you might be mad, happy, or scared. (!)
F. When you see this in a sentence you take a big breath between the words. (,)

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b in big

Mark is too big.
1. 2. 3. 4.

2.

/b/ in big Mark is too big. HaR: Mark 1, is 2, too 3, big 3
1. 2. 3. 4.

A. It ends like pig and wig. The opposite of little is ___. (4)
B. You hear /ark/ at the end of this word. It is a boy's name. (1)
C. You hear /oo/ at the end of this word. The card reads, "Mark is ___big.". (3)
D. It starts with /i/ and you hear it when you say fizz and his. Our card reads, "Mark ___ too big.". (2)
E. When you see this at the end of a sentence it tells you to stop. (.)

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c in can

Yes, I can go.
1. 2. 3. 4.

3.

/c/ in can Yes, I can go. HaR: Yes 3, I 1, can 1, go 1
1. 2. 3. 4.

A. It ends like pan and fan. Sometimes we buy tomato soup in a ___. (3)
B. It is a letter's name. The card reads, "Yes, ___can go.". (2)
C. It starts with /y/. The opposite of no is ___. (1)
D. It starts with /g/. The card reads, "Yes, I can ___.". (4)
E. When you see this at the end of a sentence it tells you to stop. (.)

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d in down

Look down here, Daddy!
1. – 2. 3. 4.

4.

/d/ in down Look down here, Daddy! H&R: Look 2, down 1, here 1, Daddy 2
1. 2. 3. 4.

A. It starts with /d/. Another word for father is ___. (4)
B. It starts with /h/. Mark, will you come ___? (3)
C. It ends like town and clown. The opposite of up is ___. (2)
D. It ends like book and hook. Something you can do with your eyes is ___. (1)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

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e in get

Go and get Janet!
1. – 2. 3. 4.

5.

/e/ in get Go and get Janet! H&R: Go 1, and 1, get 3, Janet 1
1. 2. 3. 4.

A. It starts with /g/ and ends like wet and set. The card reads, "Go and ___Janet!". (3)
B. It starts with /g/. Daddy said, "Hurry Mother, we are ready to ___." (1)
C. It ends like hand and band. We use this word when we talk about two people: Janet and Mark, Tom and Betty. (2)
D. It ends like bet and set. It is a girl's name. (4)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

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f in for

This is for you.
1. 2. 3. 4.

6.

/f/ in for This is for you. H&R: This 2, is 1, for 2, you 2
1. 2. 3. 4.

A. It starts with /th/. The card reads, "___is for you.". (1)
B. It starts with /f/. The card reads, "This is ___you.". (3)
C. It starts with /i/ like the words if and it. The card reads, "This ___for you.". (2)
D. It starts with /y/. You hear a letter's name when you say this word. (4)
E. When you see this at the end of a sentence it tells you to stop. (.)

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g in good

Good morning to you!
1. 2. 3. 4.

7.

/g/ in good Good morning to you! HāR: Good 2, morning 3, to 2, you 2
1. 2. 3. 4.

A. It ends like sing and ring. The opposite of evening is ___. (2)
B. It ends like wood and hood. The opposite of bad is ___. (1)
C. It starts with /t/. The card reads, "Good morning ___you!". (3)
D. It starts with /y/. This is not for me. This is for ___. (4)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

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h in here

Will you come here?
1. 2. 3. 4.

8.

/h/ in here Will you come here? HāR: Will 3, you 2, come 1, here 1
1. 2. 3. 4.

A. It starts with /h/. Will you come ___. (4)
B. It starts with /e/. The opposite of go is ___. (3)
C. It starts with /y/ like yell and yard. Our card reads, "Will ___come here?". (2)
D. It ends like pill and hill. This word asks a question. (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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i in is

What is this thing?
1. 2. 3. 4.

9.

/i/ in is What is this thing? HāR: What 3, is 2, this 2, thing___
1. 2. 3. 4.

A. It ends like sting and king. If you don't know what it is you might call it a ___. (4)
B. It starts like where and why. This word asks a question. (1)
C. It starts like these and them. The card reads, "What is ___thing?". (3)
D. It ends like his and fizz. The card reads, "What ___this thing?". (2)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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j in jump

Can you jump down ?
1. 2. 3. 4.

10.

/j/ in jump Can you jump down? H&R: Can 1, you 2, jump 1, down 1
1. 2. 3. 4.

A. It ends in /an/ like pan and Dan. Take this out to the garbage ___. (1)
B. It starts with /y/. The opposite of me is ___. (2)
C. It ends like bump and lump. What can you do with a jump rope? (3)
D. It ends in /own/ like town and crown. The opposite of up is ___. (4)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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k in Mark

Mark wants this one .
1. 2. 3. 4.

11.

/k/ in Mark Mark wants this one. H&R: Mark 1, wants_, this 2, one 1
1. 2. 3. 4.

A. It ends like shark and lark. Janet's brother's name is ___. (1)
B. You stick your tongue out when you say this word. The card reads, "Mark wants ___one.". (3)
C. It is the number that is after zero and before two. (4)
D. It starts with /w/ like window and will. The card reads, "Mark___this one.". (2)
E. When you see this at the end of a sentence it tells you to stop. (.)

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l in like

Do you like me ?
1. 2. 3. 4.

12.

/l/ in like Do you like me? H&R: Do 3, you 2, like 2, me 2
1. 2. 3. 4.

A. It starts with /d/ like dad and dime and ends in /oe/ like to and who. The word is ___. (1)
B. It begins with /y/. It is the opposite of me. (2)
C. It ends like bike and hike. The card reads, "Do you___me?". (3)
D. It ends like we. The opposite of you is ___. (4)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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m in make

Can you make a cake?
1. 2. 3. 4. 5.

13.

/m/ in make Can you make a cake? H&R: Can 1, you 2, make 2, a 2, cake LW2
1. 2. 3. 4. 5.

A. It begins with /m/ like mouse and my. It ends in /ake/ like bake and lake. The word is ___. (3)
B. It begins with /c/ like can and called. It ends like make and fake. The word is ___. (5)
C. It ends like pan and fan. He kept his fishing worms in an old tin ___. (1)
D. It begins with /y/. The opposite of me is ___. (2)
E. It is a letter's name. Its name is not "u". ___ (4)
F. You see this at the end of a sentence when someone doesn't know the answer. (?)

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n in not

No, you may not!
1. 2. 3. 4.

14.

/n/ in not No, you may not! H&R: No 1, you 2, may 2, not 2
1. 2. 3. 4.

A. It rhymes with play and say. You hear /ay/ at the end of this word. Sometimes it asks a question or means please. The word is ___. (3)
B. It begins with /n/ like not and new. It is the opposite of yes. (1)
C. It sounds like a letter's name. It begins with the same letter and sound as yes and yell. (2)
D. It ends like hot and lot. It also ends like got and pot. The sentence reads, "No, you may ___!". (4)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (!)
F. When you see this in a sentence you take a big breath between words. (,)

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o in on

What is going on?
1. 2. 3. 4.

15.

/o/ in on What is going on? H&R: What 3, is 2, going 3, on 2
1. 2. 3. 4.

A. It ends like sing and ring. It is the opposite of waiting. (3)
B. You hear /n/ at the end of this word. It is the opposite of off. (4)
C. You hear this word when you say whiz and his. The last letter of this word is not a "s". It is hidden in this sentence: Who is he? (2)
D. This word begins like why and when. Like the words why and when, it asks a question. (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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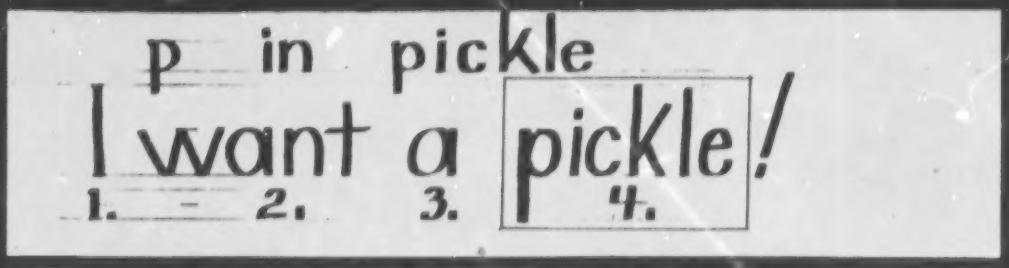

16.

/p/ in pickle I want a pickle! H&R: I 1, want 2, a 3, pickle P
1. 2. 3. 4.

A. You hear /nt/ at the end of this word. You hear /nt/ at the end of blunt and bunt. This is a word children use over and over in a toy store. (2)
B. This word is also a letter's name. You hear it when you say my and fly. (1)
C. This word ends like tickle and nickel. I once had a teacher who looked like an old sour _____. (4)
D. I have hidden the word that I am thinking of in each of these sentences: Mark went for a ride. A nickel, please. (3)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

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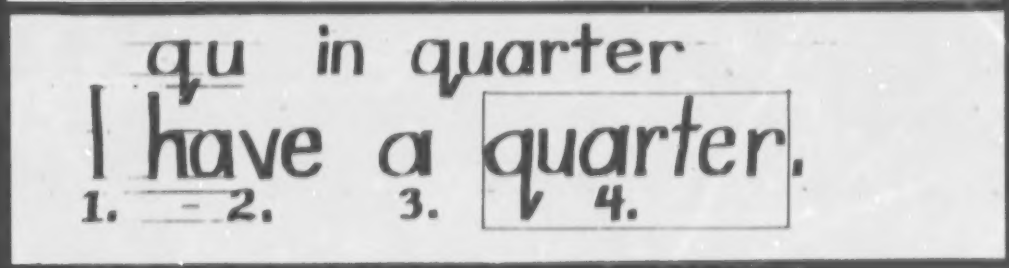

17.

/qu/ in quarter I have a quarter. H&R: I 1, have 2, a 3, quarter P
1. 2. 3. 4.

A. It begins with /h/ like here and how. It is used in each of these sentences: May I have a nickel for ice-cream? You have my pencil! (2)
B. You hear /ar/ at the end of this word. What word am I thinking of if I say two dimes and a nickel? (4)
C. The sentence reads, "I have _____ quarter." What word did I leave out? (3)
D. You hear this word when you say fly, cry, and tie. (1)
E. When you see this at the end of a sentence it tells you to stop. (.)

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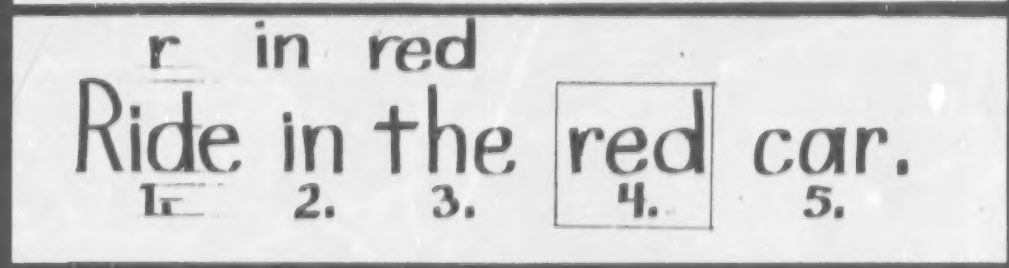

18.

/r/ in red Ride in the red car. H&R: Ride 1, in 1, the 1, red 3, car R
1. 2. 3. 4. 5.

A. The word I am thinking of rhymes with what I am touching (touch your side). I think of this word when I say these words: car, airplane, merry-go-round. (1)
B. You hear /ar/ when you say far and tar. You can ride in this. (5)
C. You hear this word when you say pin and fin. The opposite of out is _____. (2)
D. You hear /ed/ when you say bed and Ted. A color that ends in /ed/ is _____. (4)
E. Listen to these phrases: the boy, the girl, the monkey. Which word was the same in each of the phrases? (3)
F. When you see this at the end of a sentence it tells you to stop. (.)

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s in socks

You have my socks

1. 2. 3. 4.

19.

/s/ in socks You have my socks! H&R: You 2, have 2, my 2, socks 1
1. 2. 3. 4.

A. It ends like fly and sky. The opposite of the word your is _____. (3)
B. It rhymes with rocks and locks. Listen to these phrases: bread and butter, coffee and tea, shoes and _____. (4)
C. It begins with the same sound as yes and yell. The opposite of me is _____. (1)
D. It begins like here and happy. If I say: I have; you have; they have, which word is the same in each phrase? (2)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

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t in two

One, two, three on you!

1. 2. 3. 4. 5.

20.

/t/ in two One, two, three on you! H&R: One 1, two 1, three 1, on 2, you 2
1. 2. 3. 4. 5.

A. It ends in /n/ and is the opposite of off. (4)
B. It begins like time and tell and is the number after one and before three. (2)
C. It is the number after zero and before two. (1)
D. It ends like flee and tree. The number after two is _____. (3)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)
F. When you see this in a sentence you take a big breath between words. (,)
G. It begins with /y/ like yarn and yellow. The opposite of me is ___. (5)

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u in up

Can you look up?

21.

/u/ in up Can you look up? H&H: Can 1, you 2, look 2, up 1
1. 2. 3. 4.

A. It ends like pan and tan. Mother buys tomato soup in a _____. (1)
B. It ends like hook and book. A word that means the same as see is _____. (3)
C. It begins with /y/ like yes and yet. The opposite of me is _____. (2)
D. You hear this word when you say pup and cup. The opposite of down is _____. (4)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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v in have

Can I have this ?
1. 2. 3. 4.

22.

/v/ in have Can I have this? 1. 2. 3. 4. HwR: Can 1, I 1, have 2, this 2

A. It ends like fly and by and is a letter's name. (2)
B. You stick your tongue out when you say this word. It is in each of these phrases: this is John, this tastes good, this is new. (4)
C. It begins like here and how. The sentence reads, "Can I _____ this?" (3)
D. It rhymes with pan and Dan. Something that is made of metal and holds things is a _____. (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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w in want

I want something now!
1. 2. 3. 4.

23.

/w/ in want I want something now! 1. 2. 3. 4. HwR: I 1, want 2, something 3, now 3

A. It begins with the same letter and sound as wagon and west. You hear /nt/ at the end of this word when you say it. Children use this word sometimes when they are in a toy store. The word is not "buy". (2)
B. You hear two words when you say this word. It ends like ring and king. It is the opposite of anything. (1)
C. It rhymes with how and pow! Dad said, "Don't do it later. Do it right _____!" (4)
D. It is a letter's name. You use this word when you talk about yourself. (1)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

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x in box

Can you make a box?
1. 2. 3. 4. 5.

24.

/x/ in box Can you make a box? 1. 2. 3. 4. 5. HwR: Can 1, you 2, make 2, a 2, box LW 2

A. It ends like cake and lake. A hammer, a saw, and nails can help you _____ things. (3)
B. It ends like fox. You can put things in it. (5)
C. The opposite of can't do something is _____. (1)
D. It begins like yet, yellow, and yell. The opposite of the word me is _____. (2)
E. Listen to these phrases: a cow, a girl, a person, a bicycle. Which word is the same in each of the phrases? (4)
F. You see this at the end of a sentence when someone doesn't know the answer. (?)

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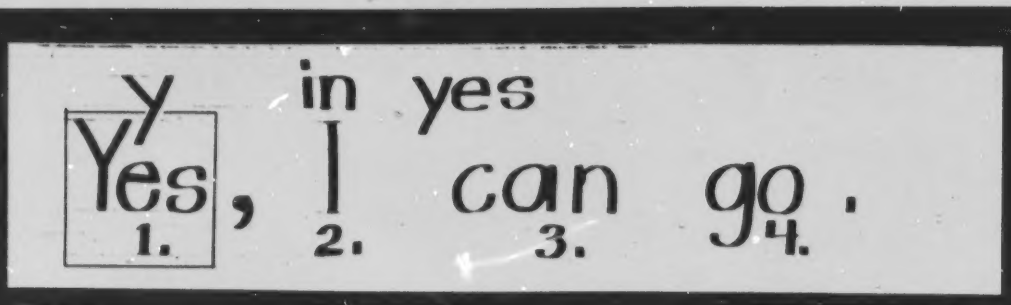

25.

/y/ in yes Yes, I can go. H&R: Yes 3, I 1, can 1, go 1
1. 2. 3. 4.

A. It begins with /g/ like get and gone. Red means stop. Green means _____. (4)

B. It begins with /y/ like yet and yellow. It is the opposite of no. (1)
C. It is a letter's name. You use this word when you talk about yourself. (2)
D. It ends like pan and fan. The opposite of can't is _____. (3)
E. When you see this at the end of a sentence it tells you to stop. (.)
F. When you see this in a sentence you take a big breath between the words. (,)

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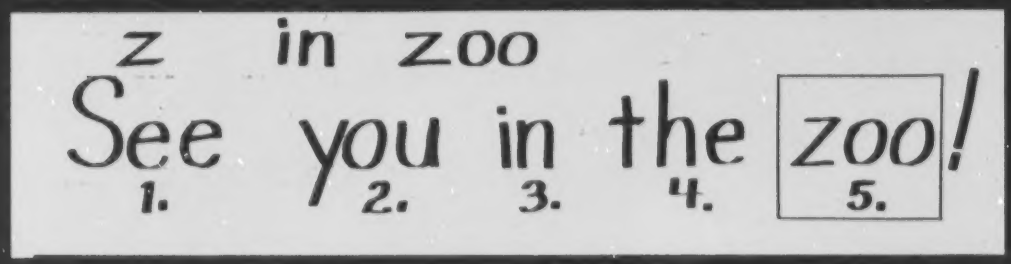

26.

/z/ in zoo See you in the zoo! H&R: See 1, you 2, in 1, the 1, zoo R
1. 2. 3. 4. 5.

A. You hear the end of this word when you say too and goo. You can have fun watching animals at the _____. (5)
B. You hear the end of this word when you say flee and tree. A word that means the same as look is _____. (1)
C. You hear this word when you say pin and fin. The opposite of out is _____. (3)
D. If I say the boy; the bicycle; the house, which word is the same in each phrase? (4)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (!)

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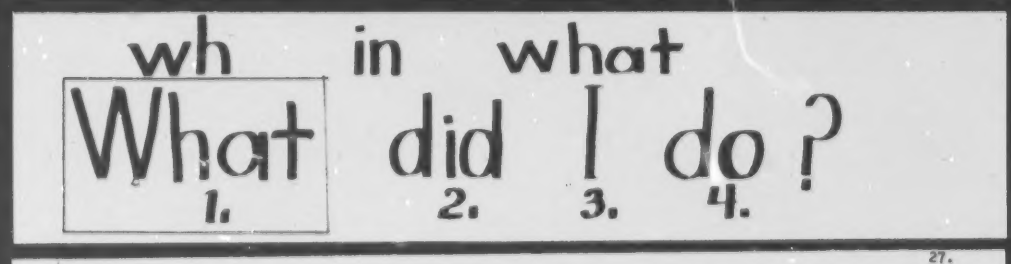

27.

/wh/ in what What did I do? H&R: What 3, did 4, I 1, do 3
1. 2. 3. 4.

A. You hear the end of this word when you say rid and hid. The opposite of "No, he didn't!" is "Yes, he _____." (2)
B. You hear the end of this word when you say boo and hoo. Our sentence reads, "What did I _____?" (4)
C. You hear this letter's name when you say fly and my. You say this word when you speak about yourself. (3)
D. This word begins with /wh/ like when and why. Like when and why, this word also asks a question. (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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sh in she

What did she see ?
1. 2. 3. 4.

28.

/sh/ in she What did she see? H&R: What 3, did 4, she 4, see 1
1. 2. 3. 4.

A. It rhymes with hid and lid. The word is hidden in this sentence: He did his work quickly. The word is _____. (2)
B. It rhymes with tree. A tree doesn't have eyes. A tree can't _____. (4)
C. It rhymes with he. The opposite of he is _____. (3)
D. It begins like why and when. Like the words why and when, this word also asks a question. (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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th in this

Someone look at this!
1. 2. 3. 4.

/th/ in this Someone look at this! H&R: Someone 4, look 2, at 3, this 2 29
1. 2. 3. 4.

A. It is a compound word and begins like something and somehow. It means the same as somebody. (1)
B. You stick your tongue out when you say this word. You use this word when you talk about something but don't want to use its name. (4)
C. You hear /ook/ when you say book and cook. Something you can do with your eyes is _____. (3)
D. You hear this word at the end of fat and rat. It means on, in, near, or towards. The word is _____. (3)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (!)

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th in with

Can you go with me ?
1. 2. 3. 4. 5.

30.

/th/ in with Can you go with me? H&R: Can 1, you 2, go 1, with 2, me 2
1. 2. 3. 4. 5.

A. It begins like yarn and yes. The opposite of me is _____. (2)
B. It begins like Gus and gang. The opposite of wait is _____. (3)
C. It ends like myth. Instead of saying, "Put it by the other books.", we could say, "Put it _____ the other books.". (4)
D. It ends like he and see. The opposite of you is _____. (5)
E. It ends like man and tan. If I say _____ opener, you might say _____. (1)
F. You see this at the end of sentence when someone doesn't know the answer. (?)

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thr in three

One, two, and three!
1. 2. 3. 4.

31.

/thr/ in three One, two, and three! H&R: one 1, two 1, and 1, three 1
1. 2. 3. 4.

A. It begins like thread and throw. You stick your tongue out when you say this word. It rhymes with flee and tree. The "bossy" letter "r" changes /thee/ to a number. (4)
B. You hear this word when you say hand and land. You hear this word connecting these names: Janet and Mark, Spot and Tag, Susan and Tom. (3)
C. You tap your tongue when you say this word. The number that follows one is _____. (2)
D. You do not hear the letters that begin and end this word. You do hear /n/ at the end of this word. This is a number that comes before two. (1)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (!)
F. When you see this in a sentence, you take a breath. (,)

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le in little

A ring is little.
1. 2. 3. 4.

32.

/le/ in little A ring is little. H&R: A 2, ring RW4, is 3, little 2
1. 2. 3. 4.

A. It rhymes with wing and sing. If I say the word circle, you might say _____. (2)
B. You hear this word at the end of the word his. You hear this word in each of these sentences: Who is he? He is little. Is this yours? (3)
C. It rhymes with fiddle and middle. The opposite of big is _____. (4)
D. Some people say /uh/ when they read this word. It is a letter's name. (1)
E. When you see this at the end of a sentence it tells you to stop. (.)

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bl in blue

Her coat is blue.
1. 2. 3. 4.

33.

/bl/ in blue Her coat is blue. H&R: Her 4, coat P, is 2, blue 3
1. 2. 3. 4.

A. It rhymes with goat and boat. This is something you might wear on a cold day. (2)
B. You hear /er/ at the end of this word. The opposite of him is _____. (1)
C. You hear /ue/ at the end of this word. The color of the sky is _____. (4)
D. You hear this word when you say his. You hear this word in each of these phrases: is red, is little, is funny. (3)
E. When you see this at the end of a sentence it tells you to stop. (.)

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fl in fly

The 1. **fly** 2. can 3. fly! 4.

34.

/fl/ in fly The fly can fly. H&R: The 1, fly 4, can 1, fly 4
1. 2. 3. 4.

A. You stick your tongue out when you say this word. You hear it in each of these phrases: the man, the beautiful butterfly, the color. (1)
B. It rhymes with man and fan. The opposite of can't is _____. (3)
C. It rhymes with my. If I say "up in the _____", you might say "_____". (2 or 4)
D. When you see this at the end of a sentence it tells you to stop. (.)

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pl in play

You 1. may 2. **play** 3. now. 4.

35.

/pl/ in play You may play now. You 2, may 2, play 3, now 3
1. 2. 3. 4.

A. It rhymes with day and say. You might use this word if you want to do something. (2)
B. It rhymes with hay and gay. If I say the word "toys" you might think of the word _____. (3)
C. It rhymes with cow and pow! The opposite of doing something later is doing something _____. (4)
D. It begins with the same letter and sound as yes and yell. The opposite of me is _____. (1)
E. When you see this at the end of a sentence it tells you to stop. (.)

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st in stop

I 1. can 2. not 3. **stop** 4. !

36.

/st/ in stop I can not stop! H&R: I 1, can 1, not 2, stop 3
1. 2. 3. 4.

A. It rhymes with top and pop. If a policeman holds up his hand, he might say _____. (4)
B. It rhymes with hot and lot. Some things you can do, other things you can _____ do. (3)
C. It rhymes with pan and Dan. You might need an opener to open one of these. (2)
D. You hear this word when you say "pie". It is a letter's name. You use this word when you talk about yourself. (1)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

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ck in back

What is on your back ?
1. 2. 3. 4. 5.

37.

/ck/ in back What is on your back? H&R: What 3, is 2, on 2, your 3, back 4
1. 2. 3. 4. 5.

A. You hear /wh/ at the beginning of this word, like why and when. This word asks a question. (1)
B. It rhymes with tack and stack. The opposite of front is _____. (5)
C. It begins with /y/ like you and yes. These are my crayons and these are _____ crayons. (4)
D. You hear /n/ when you say this word. You can turn a light off and _____. (3)
E. You hear this word when you say his. You hear it in each of these phrases: is big, is funny, is fast. (2)
F. You see this at the end of a sentence when someone doesn't know the answer. (?)

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gr in green

My socks are green .
1. 2. 3. 4.

38.

/gr/ in green My socks are green. H&R: My 1, socks 1, are 3, green 3
1. 2. 3. 4.

A. You Hear this word when you say car and tar. It is in each of these phrases: are nice, are little. (3)
B. It rhymes with rocks and locks. You wear these on you feet. (2)
C. It rhymes with keen and seen. The color of grass is _____. (4)
D. You hear /m/ at the beginning of this word, like man and money. It rhymes with fly. The opposite of your is _____. (1)
E. When you see this at the end of a sentence it tells you to stop. (.)

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er in Mother

What did Mother see ?
1. 2. 3. 4.

39.

/er/ in Mother What did Mother see? H&R: What 3, did 4, Mother 2, see 1
1. 2. 3. 4.

A. It ends in /er/ like her and brother. If I say brother, you might say sister. If I say Daddy, you might say _____. (3)
B. It ends like flee and tree. A word that means the same as look is _____. (4)
C. It ends like hid and rid. It is in each of these phrases: did it, did you, did he. (2)
D. It begins like where and when. It asks a question. (1)
E. When you see this at the end of a sentence someone doesn't know the answer. (?)

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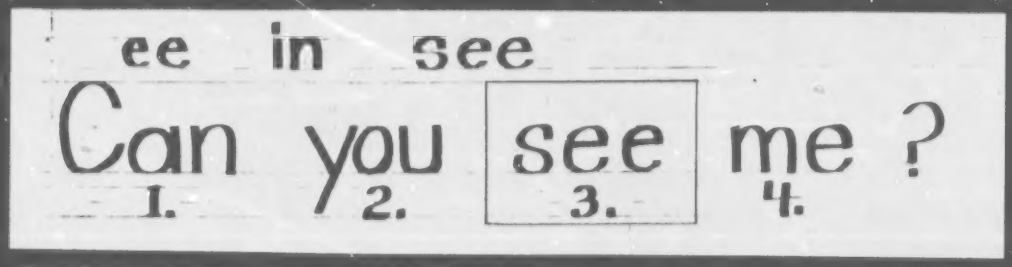

40.

/ee/ in see Can you see me? H&R: Can 1, you 2, see 1, me 2
1. 2. 3. 4.

A. It ends like tree. It means the same as look. (3)
B. It ends like Dan and fan. Sometimes this word asks a question. (1)
C. It ends like see and tree. The opposite of you is _____. (4)
D. It begins like yellow and yard. This doesn't belong to me. This must belong to _____. (2)
E. When you see this at the end of a sentence someone doesn't know the answer. (?)

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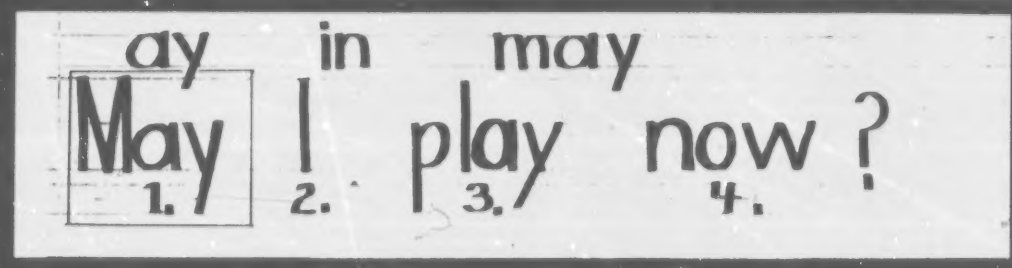

41.

/ay/ in may May I play now? H&R: May 2, I 1, play 3, now 3
1. 2. 3. 4.

A. It rhymes with say and day. You are asking to do something when you use this word. (1)
B. It rhymes with wow and pow! Don't do it later. Do it right _____. (4)
C. It rhymes with stay and gray. If I say baseball, marbles, or checkers, what word does it make you think of? (3)
D. If I say my you can hear this word. It is in each of these sentences: I can jump. I will hop. I see you. (2)
E. When you see this at the end of a sentence someone doesn't know the answer. (?)

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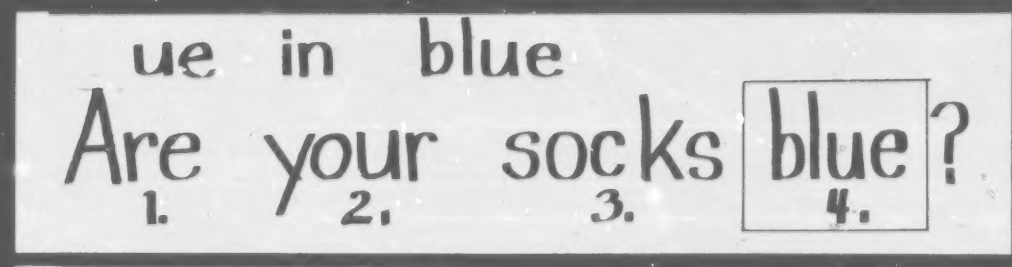

42.

/ue/ in blue Are your socks blue? H&R: Are 1, your 2, socks 1, blue 3
1. 2. 3. 4.

A. It begins like yes and yet. The opposite of mine is _____. (2)
B. It starts like black and block. It is the color of the sky. (4)
C. It rhymes with clocks and stocks. You wear these on your feet. (3)
D. You hear this word when you say star and jar. It is in each of these phrases: are you, are they, are we. (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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oo in too

My socks are too big!
1. 2. 3. 4. 5.

43.

/oo/ in too My socks are too big! H&R: My 1, socks 1, are 3, too 4, big 3
1. 2. 3. 4. 5.

A. It ends like rocks and locks. You have a pair of these. (2)
B. It ends like fly and shy. The opposite of your is _____. (1)
C. It begins with /t/ like time and tall. It means a lot. (4)
D. It rhymes with pig and wig. Some things are little. Other things are _____. (5)
E. You hear this word when you say jar and car. It is in each of these sentences: We are going now. Who are you? (3)
F. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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oo in look

Look at my book.
1. 2. 3. 4.

44.

/oo/ in look Look at my book. H&R: Lo[illegible] 3, my 1, book RW4
1. 2. 3. 4.

A. It ends like crook and took. A word that means the same as see is _____. (1)
B. It ends like fly and cry. You might say, "This book belongs to me." It is faster to say, "This is _____ book." (3)
C. You hear this word at the end of fat and cat. It is hidden in each of these sentences: Look at me. We eat at six. (2)
D. It rhymes with nook and look. You can read one of these. (4)
E. When you see this at the end of a sentence it tells you to stop. (.)

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aw in saw

Tell me what you saw.
1. 2. 3. 4. 5.

45.

/aw/ in saw Tell me what you saw. H&R: Tell 4, me 2, what 3, you 2, saw 4
1. 2. 3. 4. 5.

A. It ends like draw and claw. Another word for has seen is _____. (5)
B. It ends like tree and we. The opposite of you is _____. (2)
C. It rhymes with well and fell. A word that means the same as say is _____. (1)
D. When and why begin the same as this word. Both begin with /wh/. Like the words when and why, this word also asks a question. (3)
E. It begins with /y/ like yard and yell. The opposite of me is _____. (4)
F. When you see this at the end of a sentence it tells you to stop. (.)

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ow in now

We are going home now.
1. 2. 3. 4. 5.

46.

/ow/ in now We are going home now. H&R: We 3, are 3, going 3, home 3, now 3
1. 2. 3. 4. 5.

A. It begins with the same letter and sound as house and hand. A word that means the place where you live is _____. (4)
B. You hear this word when you say jar and star. It is in each of these phrases: they are, we are, who are. (2)
C. It ends like cow and how. Don't do something later when you can do it right _____. (5)
D. It ends like king and ring. The opposite of coming is _____. (3)
E. It ends like be and he. We use this word when we talk about several people. (1)
F. When you see this at the end of a sentence it tells you to stop. (.)

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ou in out

Ann, you are out!
1. 2. 3. 4.

47.

/ou/ in out Ann, you are out! H&R: Ann 3, you 2, are 3, out 3
1. 2. 3. 4.

A. You hear this girl's name each time you say these words: pan, fan, Dan, man, and can. (1)
B. You hear this word when you say car and far. It is in each of these phrases: are going, are out, are busy. (3)
C. It begins like yell and yes. The opposite of me is _____. (2)
D. You hear this word at the end of shout and about. The opposite of in is _____. (4)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (!)
F. When you see this in the sentence, you take a breath. (,)

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ar in Mark

Mark is in the car.
1. 2. 3. 4. 5.

48.

/ar/ in Mark Mark is in the car. H&R: Mark 1, is 2, in 1, the 1, car LW3
1. 2. 3. 4. 5.

A. It rhymes with lark and park. It is a boy's name. (1)
B. You hear this word at the end of pin and fin. The opposite of out is _____. (3)
C. You hear this word at the end of his. It is in each of these sentences: Who is he? Is this your bike? (2)
D. You stick your tongue out when you say this word. It is in each of these phrases: the boy, the cat, the monkey. (4)
E. It rhymes with far and tar. Let's go for a ride in the _____. (5)
F. When you see this at the end of a sentence it tells you to stop. (.)

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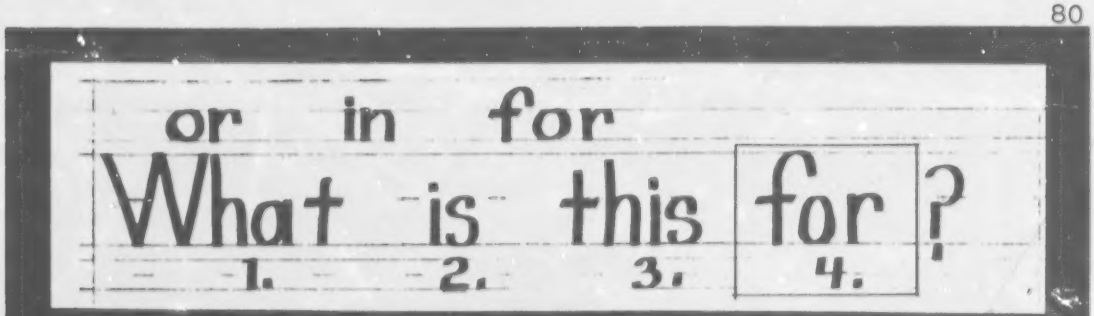

47.

/or/ in for What is this for? 1. 2. 3. 4. H&R: What 3, is 2, this 2, for 2

A. Why, when, and where all begin with /wh/. So does this word. Like why, when, and where this word also asks a question. (1)
B. You stick your tongue out when you say this word. It is in each of these phrases: this one, this little book, this old car. (3)
C. It ends in /or/. It is in each of these phrases: for you, for them, for all. (4)
D. You hear this word when you say fizz and his. Our sentence reads, "What ____ this for?" (2)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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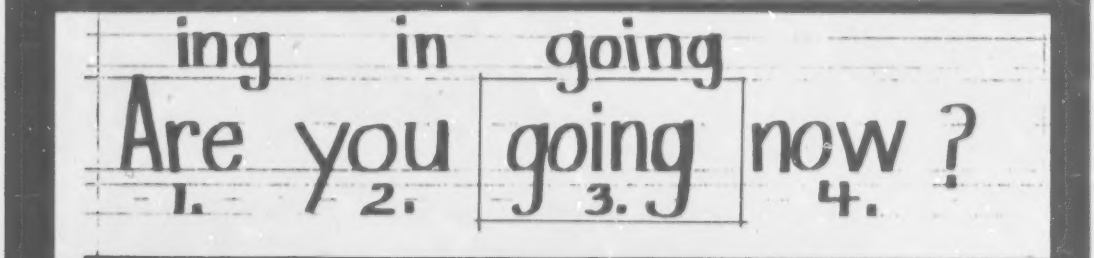

50.

/ing/ in going Are you going now? 1. 2. 3. 4. H&R: Are 3, you 2, going 3, now 3

A. You hear /ing/ when you say sing and ring. If you aren't coming you might be _____. (3)
B. You hear this word when you say car and far. You hear it in each of these phrases: are you, are they, are we. (1)
C. It begins with /y/ like yellow and yesterday. If this doesn't belong to me it must belong to _____. (2)
D. It rhymes with pow and wow! The opposite of later is _____. (4)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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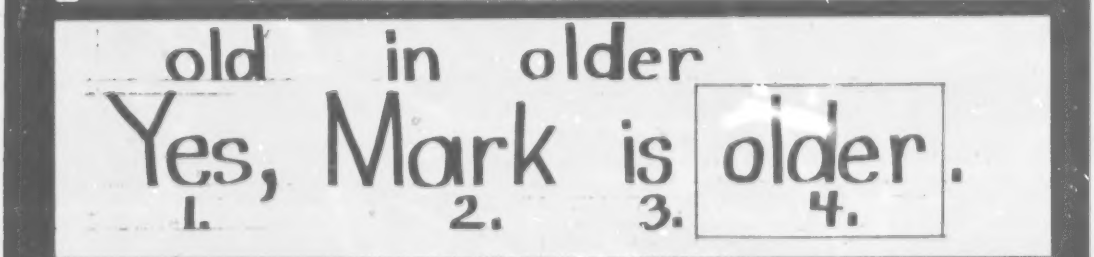

51.

/old/ in older Yes, Mark is older. 1. 2. 3. 4. H&R: Yes 3, Mark 1, is 2, older 3

A. It begins with /y/ like yard and yellow. Some answers are no. Other answers are _____. (1)
B. It rhymes with spark and dark. A boy's name is _____. (2)
C. It rhymes with colder and folder. Some people are younger. Some people are _____. (4)
D. You hear this word at the end of his. Our sentence reads, "Yes, Mark _____ older." (3)
E. When you see this at the end of a sentence it tells you to stop. (.)
F. When you see this in a sentence, you take a breath between the words. (,)

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a in and

Janet and Mark, jump!
1. 2. 3. 4.

/a/ in and Janet and Mark, jump! H&R: Janet 1, and 1, Mark 1, jump 1 52.
1. 2. 3. 4.

A. It ends in /et/ like pet and jet. It is a girl's name. (1)
B. It ends in /ump/ like pump and lump. What word do you think of if I say "up and down"? (4)
C. It ends in /ark/ like park and spark. It is a boy's name. (3)
D. You hear this word at the end of sand and land. It is used to connect these names: Janet and Mark, Tom and Betty. (2)
E. When you see this at the end of a sentence someone might be mad, happy, or scared. (!)
F. When you see this in a sentence, you take a breath between the words. (,)

Ralph L. Williams Jr. © 72

a in Daddy

Daddy, come here now.
1. 2. 3. 4.

/a/ in Daddy Daddy, come here now. H&R: Daddy 2, come 1, here 1, now 3 53.
1. 2. 3. 4.

A. It rhymes with some. If someone waves their hands at you, they might be telling you to _____. (2)
B. You hear /ee/ at the end of this word, but there is no letter "e" at the end of it. Another word for father is _____. (1)
C. It rhymes with cow and how. The opposite of doing something later is doing something right _____. (4)
D. It begins with /h/ like how and ham. It gives direction like the words there, up, and near. You might say, "Bring it over _____." (3)
E. When you see this at the end of a sentence it tells you to stop. (.)
F. When you see this in a sentence, you take a breath between the words. (,)

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a in can

Yes, you can go.
1. 2. 3. 4.

/a/ in can Yes, you can go. H&R: Yes 3, you 2, can 1, go 1 54.
1. 2. 3. 4.

A. It ends in /an/ like fan and man. It is in each of these sentences: He can jump. She can sing. (3)
B. It ends like toe and show. Red means stop. Green means _____. (4)
C. It begins like yard and yell. If I shake my head from side to side I mean no. If I nod my head up and down I mean _____. (1)
D. It begins like yellow and yesterday. The opposite of me is _____. (2)
E. When you see this at the end of a sentence it tells you to stop. (.)
F. When you see this in a sentence, you take a breath between the words. (,)

Ralph L. Williams Jr. © 72

a in Ann

Look out here, Ann!
1. 2. 3. 4.

55.

/a/ in Ann Look out here, Ann! H&R: Look 2, out 3, here 1, Ann 3
1. 2. 3. 4.

A. You hear this word when you say shout and pout. If the catcher tags you with the ball you are _____. (2)
B. It rhymes with book and crook. Another word for see is _____. (1)
C. You hear this name when you say pan, fan, marn, and can. (4)
D. It begins like hand and hell. The opposite of "over there" would be "over _____." (3)
E. When you see this at the end of a sentence someone might be mad, happy, or scared. (!)
F. When you see this in a sentence, you take a breath between the words. (,)

Ralph L. Williams Jr. © 72

a in at

Look at the cat.
1. 2. 3. 4.

56.

/a/ in at Look at the cat. H&R: Look 2, at 3, the 1, cat HW4
1. 2. 3. 4.

A. You hear this word at the end of fat and mat. It is in each of these sentences: Look at me. Throw at that. (2)
B. It rhymes with hat and sat. The dog chased the _____. (4)
C. You stick your tongue out when you say this word. It is used in each of these phrases: the man, the bike, the color. (3)
D. It rhymes with hook and book. Another word for see is _____. (1)
E. When you see this at the end of a sentence it tells you to stop. (.)

Ralph L. Williams Jr. © 72

a in back

What is on your back?
1. 2. 3. 4. 5.

57.

/a/ in back What is on your back? H&R: What 3, is 2, on 2, your 3, back 4
1. 2. 3. 4. 5.

A. It begins with /wh/ like why, when, and where. You use this word when you want to ask a question. (1)
B. It rhymes with tack and stack. The opposite of front is _____. (5)
C. You hear this word when you say his. It is in each of these sentences: Is that yours? Who is he ? He is eight years old. (2)
D. You hear this word when you say Don and Ron. A light switch can be turned either off or _____. (3)
E. It begins like you and young. The opposite of my things would be _____ things. (4)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

e in get

Go and get Janet .
1. 2. 3. 4.

58.

/e/ in get Go and get Janet. H&R: Go 1, and 1, get 3, Janet 1
1. 2. 3. 4.

A. It ends in /oe/ like toe and hoe. If red means stop, then green means _____. (1)
B. You hear this word when you say band and stand. It is used to connect these names together: Janet and Mark, Tom and Betty. (2)
C. It ends in /et/ like jet and met. It is a girl's name. (4)
D. It ends in /et/ like net and set. It is in each of these phrases: get up, get going, get it. (3)
E. When you see this at the end of a sentence it tells you to stop. (.)

Ralph L. Williams Jr. © 72

e in red

My socks are red.
1. 2. 3. 4.

59.

/e/ in red My socks are red. H&R: my 1, socks 1, are 3, red 3
1. 2. 3. 4.

A. It rhymes with by and sly. A word that means the same as mine is _____. (1)
B. You hear this word when you say star and tar. It is in each of these sentences: Who are you? We are ready. (3)
C. It ends in /ed/ like bed and Ted. It is a color. The color is _____. (4)
D. It ends in /ocks/ like stocks and flocks. You wear these on your feet. (2)
E. When you see this at the end of a sentence it tells you to stop. (.)

Ralph L. Williams Jr. © 72

e in yes

Yes, I said yes!
1. 2. 3. 4.

60.

/e/ in yes Yes, I said yes! H&R: Yes 1, I 1, said 3, yes 3
1. 2. 3. 4.

A. It begins like see and Sam. If I say talk and tell, you might say _____. (3)
B. It ends in /es/ like less and mess. The opposite of no is _____. (1 or 4)
C. You hear this word when you say by and my. You use this word when you talk about something you did. (2)
D. When you see this you should take a breath before you continue talking. (,)
E. When you see this at the end of a sentence someone might be mad, happy, or scared. (!)

Ralph L. Williams Jr. © 72

e in tell

Will you tell me ?

1. 2. 3. 4.

61.

/e/ in tell Will you tell me? H&R: Will 3, you 2, tell 4, me 2
1. 2. 3. 4.

A. It begins like young and your. The opposite of me is _____. (2)
B. It ends like we and he. The opposite of you is _____. (4)
C. It rhymes with hill and fill. This word asks a question. (1)
D. It rhymes with well and sell. The words said, sey, and talk mean almost the same as this word. (3)
E. When you see this at the end of a sentence someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

i in in

Mark, I want in!

1. 2. 3. 4.

62.

/i / in in Mark, I want in! H&R: Mark 1, I 1, want 2, in 1
1. 2. 3. 4.

A. You hear this word at the end of pin and win. The opposite of out is _____. (4)
B. It ends like lark and park. A boy's name is _____. (1)
C. It begins with /w/ like walk and well. It ends in /nt/ like can't and went. People use this word when they would like to have something. (3)
D. This is a letter's name that people use to talk about themselves. (2)
E. When you see this you should take a breath before you continue reading. (,)
F. When you see this at the end of a sentence someone might be mad, happy, or scared. (!)

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i in little

Make something little.

1. 2. 3.

63.

/i/ in little Make something little. H&R: Make 2, something 2, little 2
1. 2. 3.

A. It rhymes with cake and lake. Which of these three words is a "doing" word? (1)
B. It end in /le/ like whittle and middle. Which of these three words tells how big? (3)
C. It ends in /ing/ like going and morning. When you don't know the name of a thing you might use this word. (2)
D. When you see this at the end of a sentence it tells you to stop. (.)

Ralph L. Williams Jr. © 72

i in big

Daddy is too big.
1. 2. 3. 4.

64.

/i/ in big Daddy is too big. H&R: Daddy 2, is 2, too 3, big 3
1. 2. 3. 4.

A. It ends in /ig/ like wig and pig. Which of these words means nearly the same as huge, large, and gigantic? (4)
B. It ends in /ee/ like baby and funny. Anotner word for father is _____. (1)
C. You hear this word when you say his. It is in each of these sentences: Who is he? Mike is funny. (2)
D. You hear /us/ when you say this word. It means a lot of something. It is in each of these phrases: too much, too fast, too funny. (3)
E. When you see this at the end of a sentence it tells you to stop. (.)

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i in this

Can I get this?
1. 2. 3. 4.

65.

/i/ in this Can I get this? H&R: Can 1, I 1, get 3, this 2
1. 2. 3. 4.

A. It is a letter's name that you hear when you say fly, mine, and ice. You use this word when you talk about yourself. (2)
B. You stick your tongue out when you say this word. It is used in each of these sentences: What is this? This is new. Do you want this? (4)
C. It ends in /en/ like pen and men. It is used in each of these sentences: Put it in the trash can. Can I go with you? (1)
D. It ends in /et/ like Janet and get. It is used in each of these sentences: I can't get the car started. I will get it for you. (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

i in will

Will you ride with me?
1. 2 3. 4. 5.

66.

/i/ in will Will you ride with me? H&R: Will 3, you 2, ride 1, with 2, me 2
1. 2. 3. 4. 5.

A. You stick your tongue out when you say /th/ at the end of this word. It is used in each of these sentences: Go with me. Take it with you. (4)
B. It begins with /y/ like young and yes. The opposite of me is _____. (2)
C. It ends in /ide/ like wide and slide. A horse is fun to _____. (3)
D. It ends in /ee/ like we and he. The opposite of you is _____. (5)
E. It ends in /ill/ like fill and spill. This word asks a question. (1)
F. You see this at the end of a sentence when someone doesn't know the answer. (?)

Ralph L. Williams Jr. © 72

i in is

A fly is little.

1. 2. 3. 4.

67.

/i/ in is A fly is little. H&R: A 2, fly 4, is 2, little
1. 2. 3. 4.

A. It ends in /ittle/ like whittle. Some things are big. Some things are _____. (4)
B. When we read this as a word we say /uh/. When we read this as a letter's name we say _____. (1)
C. We hear this word at the end of his. It is used in each of these sentences: Who is that? He is eight years old. (3)
D. It ends like my and try. A bird uses his wings when he wants to _____. (2)
E. When you see this at the end of a sentence it tells you to stop. (.)

i in did

What did you do?

1. 2. 3. 4.

68.

/i/ in did What did you do? H&R: What 3, did 4, you 2, do 3
1. 2. 3. 4.

A. This word begins with /y/ like yes and young. The opposite of me is _____. (3)
B. This word begins with /d/ like down and did. It is used in each of these sentences: Do you want to go? Can you do this for me? (4)
C. It begins with /wh/ like why and when. This word asks a question. (1)
D. It ends in /id/ like lid and hid. It is used in each of these sentences: Did you tell Dad? I did my work. (2)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

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o in not

I can not go!

1. 2. 3. 4.

69.

/o/ in not I can not go! H&R: I 1, can 1, not 2, go 1
1. 2. 3. 4.

A. It ends in /oe/ like toe and Joe. If red means stop, then green means _____. (4)
B. It ends in /ot/ like pot and hot. The opposite of can go is can ___ go. (1)
C. It ends in /an/ like Dan and ran. It is used in each of these sentences: Yes you can. I can jump. (2)
D. You hear this word at the end of my and fly. You use this word when you talk about yourself. (1)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (!)

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o in Socks

May I play with Socks?
1. 2. 3. 4. 5.

70.

/o/ in Socks May I play with Socks? H&R: May 2, I 1, play 3, with 2, Socks 1
1. 2. 3. 4. 5.

A. It ends in /ay/ like day and say. The opposite of work is _____. (3)
B. It ends in /ay/ like stay and hay. It is the name of a month or it can be a word that asks a question. (1)
C. You stick your tongue out at the end of this word when you say it. It is used in each of these sentences: Come with me. Take this with you. (4)
D. It ends in /ocks/ like locks and rocks. The little dog has four white feet. His feet look like _____. (5)
E. You hear this word when you say my and fly. You use this word when you talk about yourself. (2)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

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u in up

Can you look up?
1. 2. 3. 4.

71.

/u/ in up Can you look up? H&R: Can 1, you 2, look 2, up 1
1. 2. 3. 4.

A. It ends in /ok/ like book and cook. Another word for see is _____. (3)
B. You hear this word when you say pup and cup. The opposite of down is _____. (4)
C. It ends in /an/ like man and ran. It is used in each of these sentences: I think I can. Put it in the garbage can. (1)
D. It begins with /y/ like young and yes. The opposite of me is _____. (2)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

u in truck

Come ride on the truck!
1. 2. 3. 4. 5.

72.

/u/ in truck Come ride on the truck. H&R: Come 2, ride 1, on 2, the 1, truck RW4
1. 2. 3. 4. 5.

A. You hear this word at the end of Don and Ron. If I say out, you might say in. If I say off, you might say _____. (3)
B. It ends in /uck/ like duck and luck. It is like a car, only bigger. Some carry cement. Others carry lumber or haul gasoline. (5)
C. It ends in /ide/ like glide and slide. A bicycle is fun to _____. (2)
D. It ends like the word some. If I say hot, you might say cold. If I say go, you might say _____. (1)
E. You stick your tongue out when you say this word. It is used in each of these sentences: The boy ran. The bird flew. (4)
F. When you see this at the end of a sentence it tells you to stop. (.)

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u in but

But 1. can 2. I 3. go 4. ?

73.

/u/ in but But can I go? 1. 2. 3. 4. HkR: But 4, can 1, I 1, go 1

A. It ends in /oe/ like so and no. A red light means stop. A green light means _____. (4)
B. It ends in /ut/ like shut and but. It is used in this sentence: But you said I could! (1)
C. It ends in /an/ like can and tan. Chicken and noodle soup sometimes comes in a _____. (2)
D. You hear this word when you say my and fly. You use this word when you talk about yourself. (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

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u in duck

Can 1. a 2. duck 3. fly 4. ?

74.

/u/ in duck Can a duck fly? 1. 2. 3. 4. HkR: Can 1, a 2, duck RW4, fly 4

A. It ends in /uck/ like truck and luck. He makes a quacking noise when he talks. (3)
B. It ends like my and by. A man might walk. A bird might _____. (4)
C. It ends in /an/ like man and ran. If you are going fishing you might want to keep your fishing worms in a _____. (1)
D. When you read it as a word you say /uh/. When you read it as a letter's name you say _____. (2)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

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and in sand

Come 1. play 2. in 3. the 4. sand 5. .

75.

/and/ in sand Come play in the sand. 1. 2. 3. 4. 5. HkR: Come 1, play 3, in 1, the 1, sand RJ

A. It ends in /um/ like some and welcome. Please _____ here. (1)
B. It begins with /s/ like Sally and Sue. It ends in /and/ like band and land. It is fun to dig holes in the _____. (5)
C. It ends like may and say. At recess time we go outside to run and _____. (2)
D. You hear this word when you say pin and win. I say on, you say off. I say out, you say _____. (3)
E. You stick your tongue out at the front of this word. It is used in each of these sentences: The boy ran. The sky was beautiful. The car won't go. (4)
F. You stop when you see this at the end of a sentence. (.)

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an in man

Daddy is a man.
1. 2. 3. 4.

76.

/an/ in man Daddy is a man. H&R: Daddy 2, is 2, a 2, man R
1. 2. 3. 4.

A. It begins with /d/ like dime and do. Another word for father is _____. (1)
B. You hear this word when you say his. It is used in each of these phrases: is a little boy, is very tall. (2)
C. When you read this as a word you say /uh/. When you read this as a letter you say _____. (3)
D. It ends in /an/ like pan and fan. A boy will grow to become a _____. (4)
E. When you see this at the end of a sentence it tells you to stop. (.)

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ŏwn in town

Can we go to town?
1. 2. 3. 4. 5.

77.

/ŏwn/ in town Can we go to town? H&R: Can 1, we 3, go 1, to 2, town 4
1. 2. 3. 4. 5.

A. It ends in /ee/ like he and me. This word means more than one person. (2)
B. It begins with /g/ like good and give. It is a "doing" word. (3)
C. It ends in /ue/ like who and blue. It is in each of these phrases: to school, to the house. (4)
D. It ends in /an/ like pan and man. It is in each of these phrases: can jump, can sing, can you. (1)
E. It ends in /ŏwn/ like clown and down. A place that has houses and stores might be called a city or a _____. (5)
F. When you see this at the end of a sentence someone doesn't know an answer. (?)

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in in win

Mark is going to win!
1. 2. 3. 4. 5.

78.

/in/ in win Mark is going to win! H&R: Mark 1, is 2, going 3, to 2, win R2
1. 2. 3. 4. 5.

A. It ends in /ing/ like sing and ring. The opposite of coming is _____. (3)
B. It ends in /in/ like tin and fin. The opposite of lose is _____. (5)
C. It begins with /t/ like time and tell. It is used in each of these sentences: Go to the store. I want to ride. (4)
D. You hear this word at the end of his. It is used in each of these sentences: Who is he? He is running. (2)
E. It ends in /ark/ like park, lark and spark. A pencil can do this. It is also a boy's name. (1)
F. You see this at the end of a sentence when someone is mad, happy or scared. (!)

Ralph L. Williams Jr. © 72

et in pet

Socks is your pet .
1. 2. 3. 4.

79.

/et/ in pet Socks is your pet. 1. 2. 3. 4. H&R: Socks 1, is 2, your 3, pet R2

A. It ends in /ocks/ like locks and rocks. If a puppy has four white feet we might call him _____. (1)
B. It begins with /p/ like pickle and page. It nds in /et/ like jet and bet. A puppy or a kitten might be kept as a _____. (4)
C. You hear this word when you say his. It is used in each of these sentences: What is he doing? Is he going with us? (2)
D. It begins with /y/ like young, you, and yourself. If I talk about something that belongs to you I would say, "This is _____ baseball". (3)
E. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

ump in hump

What has a hump ?
1. 2. 3. 4.

80.

/ump/ in hump What has a hump? 1. 2. 3. 4. H&R: What 3, has R2, a 2, hump___

A. It begins with /wh/ like why and when. This word asks a question. (1)
B. It begins with /h/ like how and have. It is used in each of these sentences: Who has it? He has the book. (2)
C. It ends in /ump/ like pump and jump. It begins with /h/ like here and house. A road might have a bump. A camel might have a _____. (4)
D. We read this word as /uh/. When we see it as a letter we say _____. (3)
E. We see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 71

ark in lark

Can a lark fly ?
1. 2. 3. 4.

81.

/ark/ in lark Can a lark fly? 1. 2. 3. 4. H&R: Can 1, a 2, lark R, fly 4

A. It ends in /an/ like pan and man. It is in each of these sentences: Can you jump? I can swim. (1)
B. It sometimes is a letter's name. Sometimes it is the word /uh/. (2)
C. It ends like my and by. If you had wings you might _____. (4)
D. It ends in /ark/ like Mark and spark. There were three birds. One was a robin, another was a jay, and the third one was a _____. (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 71

ide in side

You are on my side!

1. 2. 3. 4. 5.

82.

/ide/ in side You are on my side! H&R: You 2, are 3, on 2, my 1, side R
1. 2. 3. 4. 5.

A. You hear this word at the end of far and star. It is used in each of these sentences: Who are you? Are we late? (2)
B. You hear this word at the end of Don and Ron. You can turn a light switch off and _____. (3)
C. It ends in /ide/ like wide and ride. Which part of my body am I touching (touch side)? (5)
D. It ends like by and fly. You use this word when you talk about things that belong to you. (4)
E. It begins like yesterday and young. The opposite of the word me is _____. (1)
F. You see this at the end of a sentence if someone is mad, happy, or scared. (1)

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ocks in rocks

Look out for rocks!

1. 2. 3. 4.

83.

/ocks/ in rocks Look out for rocks! H&R: Look 2, out 3, for 2, rocks R
1. 2. 3. 4.

A. It ends in /ook/ like cook and book. Your eyes help you _____. (1)
B. It ends in /ocks/ like socks and locks. Something you shouldn't throw at school is _____. (4)
C. It ends in /or/ like more and store. It is in each of these sentences: This is for you. Who are these for? (3)
D. You hear this word at the end of about and shout. If they tag you while playing baseball, you are _____. (2)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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up in pup

Socks is a pup.

1. 2. 3. 4.

84.

/up/ in pup Socks is a pup. H&R: Socks 1, is 2, a 2, pup
1. 2. 3. 4.

A. When we read this as a word we say /uh/. When we read it as a letter we say _____. (3)
B. It ends in /up/ like sup and cup. A baby dog is called a _____. (4)
C. It ends in /ocks/ like rocks and flocks. If your puppy has four white feet you might call him _____. (1)
D. You hear this word when you say his. It is in each of these sentences: Is is time to go? Mark is going swimming. (2)
E. You stop when you see this at the end of a sentence. (.)

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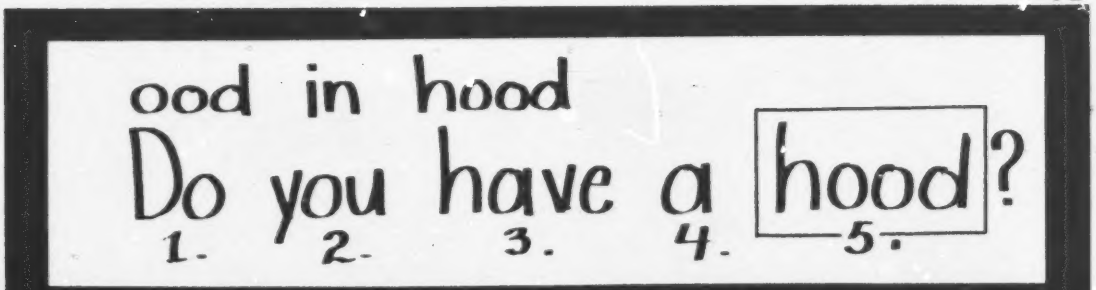

85.

/ood/ in hood Do you have a hood? H&R: Do 3, you 2, have 2, a 2, hood__
1. 2. 3. 4. 5.

A. It ends in /u/ like to and who. It is in each of these sentences: Mother will do this for me. Do puppies like buttermilk? (1)
B. It begins with /h/ like here and how. It is in each of these sentences: Do you have a dime? Can I have that? (3)
C. It ends in /ood/ like good and wood. Jackets sometimes have these to pull up over your head on a cold day. Automobiles have these over their engines. There was a little girl named Little Red Riding _____. (5)
D. It begins with /y/ like young and yes. It is the opposite of the word me. (2)
E. When you read this word in a sentence you say /uh/. When you see it alone you say that it is a lower case _____. (4)
F. When you see this at the end of a sentence someone doesn't know the answer to a question. (?)

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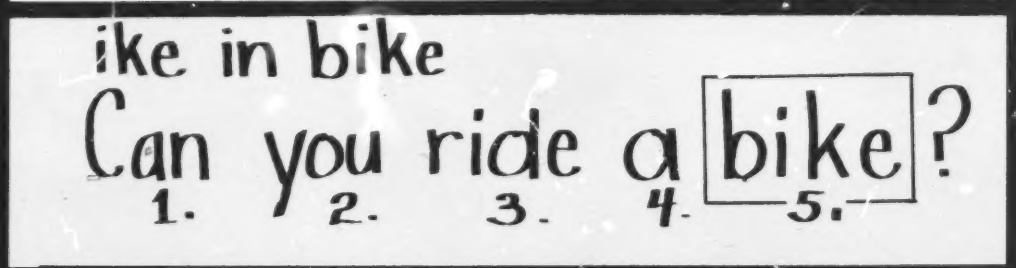

86.

/ike/ in bike Can you ride a bike? H&R: Can 1, you 2, ride 1, a 2, bike__
1. 2. 3. 4. 5.

A. It ends in /ide/ like tide and wide. A bicycle is fun to _____. (3)
B. It ends in /an/ like man and Dan. It is used in each of these sentences: Put it in the can. I know I can do it. (1)
C. It ends in /ike/ like Mike and spike. He just couldn't wait until he learned to ride a two-wheel _____. (5)
D. When we read this word we say /uh/. It is used in each of these sentences: Mike went for a ride. I want a new bicycle. (4)
E. It begins with /y/ like yourself, yes, and young. The opposite of the word me is _____. (2)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

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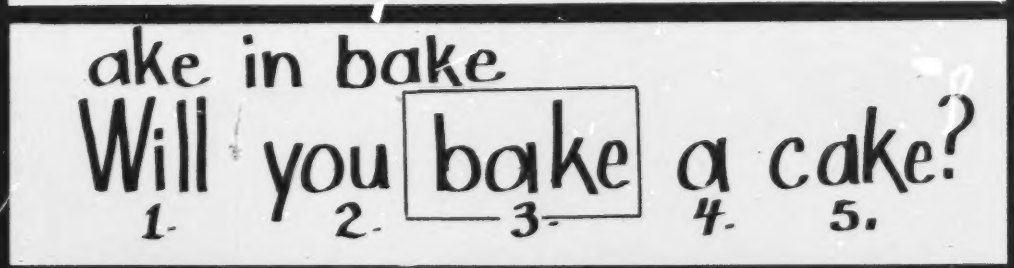

87.

/ake/ in bake Will you bake a cake? H&R: Will 3, you 2, bake __, a 2, cake RW4
1. 2. 3. 4. 5.

A. It ends in /ake/ like make and rake. If you want to make a cake you mix it and then _____. it. (3)
B. It ends in /ill/ like hill and Jill. It asks a question. (1)
C. It begins with /y/ like years and young. The opposite of me is _____. (2)
D. You read it as /uh/, but when you see it in the alphabet you call it the letter _____. (4)
E. It ends in /ake/ like rake and make. It is good to eat. (5)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

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ay in say

What did you say ?
1. 2. 3. 4.

88.

/ay/ in say What did you say? H&R: What 3, did 4, you 2, say R2
1. 2. 3. 4.

A. It ends in /ay/ like play and may. Said, talk, and tell mean nearly the same as _____. (4)
B. It ends in /id/ like hid and bid. It is used in each of these sentences: He did his work. Did you see the movie? (2)
C. It begins with /wh/ like why and when. This word asks a question. (1)
D. It begins with /y/ like years and young. The opposite of me is _____. (3)
E. When you see this at the end of a sentence someone doesn't know an answer. (?)

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ot in hot

This is too hot !
1. 2. 3. 4.

89.

/ot/ in hot This is too hot! H&R: This 2, is 2, too 3, hot R
1. 2. 3. 4.

A. It ends in /ue/ like moo and who. It is used in each of these phrases: too big, too little, too much, too funny. (3)
B. It ends in /ot/ like pot and not. Some things are cold. Some things are _____. (4)
C. You stick your tongue out when you say this word. It is used in each of these phrases: this one, this is, this will. (1)
D. You hear this word at the end of his. It is used in each of these sentences: Is this it? What is that? (2)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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at in fat

You are too fat !
1. 2. 3. 4.

90.

/at/ in fat You are too fat! H&R: You 2, are 3, too 3, fat 3
1. 2. 3. 4.

A. It ends in /ue/ like moo and goo. It is used in each of these phrases: too far, too slow, too fast. (3)
B. You hear this word when you say far and star. Our sentence reads, "You _____ too fat!". (2)
C. It ends in /at/ like hat and bat. Some people are skinny. Some people are _____. (4)
D. It begins in /y/ like yellow and yarn. This is for me and this is for _____. (1)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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ig in pig

See the little **pig**.
1. 2. 3. 4.

91.

/ig/ in pig See the little pig. H&W: See 1, the 1, little 2, pig RW4
1. 2. 3. 4.

A. It ends like three and tree. Look means almost the same as _____. (1)
B. It ends in /ig/ like wig and fig. If I say "oink" you might say _____. (4)
C. It ends in /le/ like middle and puddle. Some things are big. Some things are _____. (3)
D. You stick your tongue out when you say this word. It is used in each of these sentences: The boy jumped. Ride the little bike. See the new games. (2)
E. You stop when you see this at the end of a sentence. (.)

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ing in sing

Do you like to **sing**?
1. 2. 3. 4. 5.

92.

/ing/ in sing Do you like to sing? H&R: Do 3, you 2, like 2, to 2, sing R
1. 2. 3. 4. 5.

A. It ends in /ue/ like to and who. It is used in each of these sentences: Do it now. Will you do it for me? (1)
B. It ends in /ing/ like something, morning, and going. A boy can _____. A lark can _____. (5)
C. It ends in /ike/ like Mike and spike. You might use this word when you talk about ice-cream. (3)
D. It ends in /ue/ like who and roo. It is used in each of these sentences: Run to the store. I want to go. (4)
E. It begins with /y/ like years and young. It completes this sentence: This is for _____. (2)
F. When you see this at the end of a sentence someone doesn't know an answer. (?)

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een in keen

Mark, this is **keen**!
1. 2. 3. 4.

93.

/een/ in keen Mark, this is keen! H&R: Mark 1, this 2, is 2, keen R1
1. 2. 3. 4.

A. It ends in /ark/ like spark and park. When you work in your workbook you are asked to do this with the best answers. (1)
B. It ends in /een/ like teen and seen. Neat! and sharp! mean nearly the same as this word. (4)
C. You stick your tongue out when you say this word. It is used in each of these sentences: What is this? Do you like this? This is what I want. (2)
D. You hear this word when you say his. It is in each of these sentences: Is breakfast ready? Who is that? (3)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (!)

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op in hop

Look at me [hop]!
1. 2. 3. 4.

94.

/op/ in hop Look at me hop! H&R: Look 2, at 3, me 2 hop P
1. 2. 3. 4.

A. It ends in /ee/ like we and he. One is for you and one is for _____. (3)
B. It ends in /ook/ like took and shook. You do this with your eyes. (1)
C. You hear this word when you say fat, hat, and cat. It is in each of these sentences: See you at school. Come home at six o'clock. (2)
D. It ends in /op/ like pop and mop. A deer can leap. A bird can fly. A rabbit can _____. (4)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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alk in talk

I like to [talk].
1. 2. 3. 4.

95.

/alk/ in talk I like to talk. H&R: I 1, like 2, to 2, talk P
1. 2. 3. 4.

A. It ends in /ike/ like bike and Mike. This is a word you might use when you talk about ice-cream. (2)
B. It ends in /ue/ like moo and boo. It is in each of these sentences: I like to sing. Go to the store. (3)
C. It ends in /alk/ like walk and stalk. Birds chirp, cows moo, and people _____. (4)
D. You hear this word at the end of why and my. You use this word to talk about yourself. (1)
E. When you see this at the end of a sentence you stop. (.)

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ill in hill

Ride down the [hill].
1. 2. 3. 4.

96.

/ill/ in hill Ride down the hill. H&R: Ride 1, down 1, the 1, hill R
1. 2. 3. 4.

A. It ends in /ide/ like wide and side. You do this when you go on an airplane, car, or horse. (1)
B. It ends in /own/ like clown and gown. If you go up you will probably also go _____. (2)
C. It ends in /ill/ like will and mill. Another name for a little mountain is a _____. (4)
D. Which word makes you stick your tongue out in each of these phrases: the monster screamed, the dog barked. (3)
E. You stop when you see this at the end of a sentence. (.)

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ack in back

What is on your [back]?

1. 2. 3. 4. 5.

97.

/ack/ in back What is on your back? H&R: What 3, is on 2, your 3, back 4
1. 2. 3. 4. 5.

A. You hear this word when you say Don and Ron. You can turn a light switch off and _____. (3)
B. You hear /ack/ when you say tack and stack. A house has a door at the front and a door at the _____. (5)
C. It begins with /y/ like young, years, yesterday, and you. It would sound funny if I said, "Is this you bike?" I should say, "Is this _____ bike?" (4)
D. You hear this word at the end of his. It is in each of these sentences: Who is he? Is this what you wanted? (2)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

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id in hid

Mark [hid] something.

1. 2. 3.

98.

/id/ in hid Mark hid something. H&R: Mark 1, hid R2, something 2
1. 2. 3.

A. It ends in /ing/ like going and morning. If you don't know what to call it, you might call it a _____. (3)
B. It ends in /id/ like slid and did. You couldn't find something because your little sister _____ it. (2)
C. It ends in /ark/ like lark and park. You can do this with a pencil. (1)
D. You stop when you see this at the end of a sentence. (.)

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old in told

Janet [told] on you!

1. 2. 3. 4.

99.

/old/ in told Janet told on you! H&R: Janet 1, told R, on 1, you 2
1. 2. 3. 4.

A. You hear this word when you say Don and Ron. Before you can take a hat off you must first put it _____. (3)
B. It begins like yes, yours, yesterday, and years. One for me and two for _____. (4)
C. It ends in /old/ like bold and sold. We can run today, but we already ran yesterday. We tell a story today, but if we did it yesterday, the story has already been _____. (2)
D. It ends in /et/ like set and pet. A girl's name is _____. (1)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (!)

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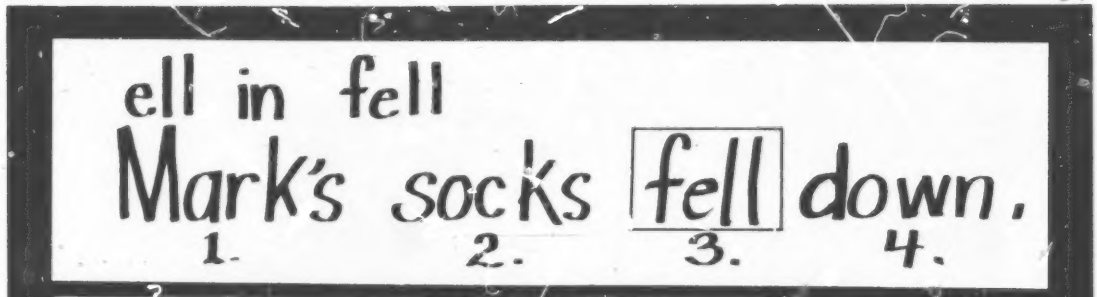

100.

/ell/ in fell Mark's socks fell down. H&R: Mark's 1, socks 1, fell__, down 1
1. 2. 3. 4.

A. It ends in /ell/ like tell, bell, and shell. What did Mark's socks do? (3)
B. It ends in /ocks/ like rocks and locks. Put on your shoes and _____. (2)
C. It ends in /arks/ like larks and parks. You can make these with pencils or pens. (1)
D. It ends in /own/ like clown and town. If you shoot an arrow up, watch out when it comes _____. (4)
E. You stop when you see this at the end of a sentence. (.)

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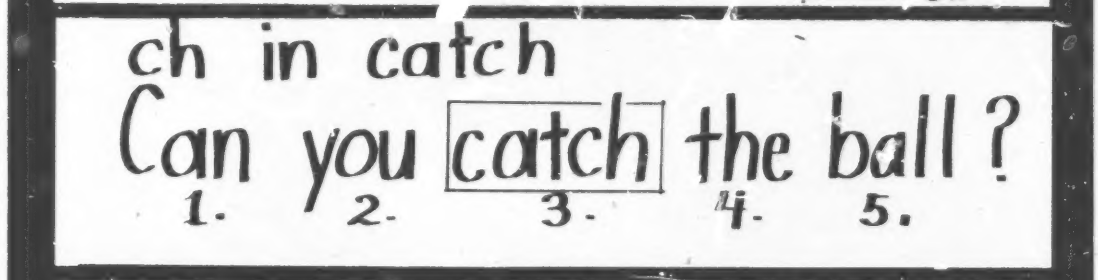

101.

/ch/ in catch Can you catch the ball? H&R: Can 1, you 2, catch P, the 1, ball P
1. 2. 3. 4. 5.

A. It begins with /y/ like years, young, and yes. The opposite of me is _____. (2)
B. It ends in /atch/ like match and hatch. What can you do with a baseball? (3)
C. It ends in /an/ like pan, man, and tan. Sometimes I can't. Sometimes I _____. (1)
D. You stick your tongue out when you say this word. It is used in each of these sentences: The boy is tall. Ring the bell. (4)
E. It ends in /all/ like tall and call. It is something you can bounce. (5)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

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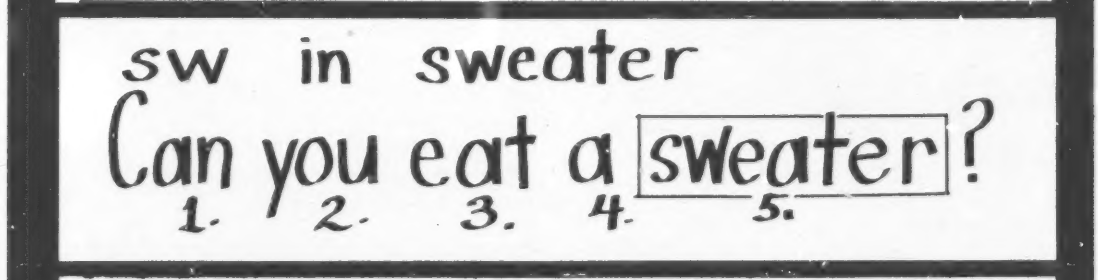

102.

/sw/ in sweater Can you eat a sweater? H&R: Can 1, you 2, eat P, a 2, sweater P
1. 2. 3. 4. 5.

A. It ends in /er/ like her and brother. You wouldn't want to wear this on a hot day. (5)
B. It ends in /an/ like fan and Dan. Let's throw rocks at that rusty tin _____. (1)
C. You hear this word at the end of heat and meat. Heat the meat so we can _____. (3)
D. You hear /ue/ when you say this word. The opposite of me is _____. (2)
E. When we read this letter as a word we say /uh/. When we say the alphabet we say it as the letter _____. (4)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

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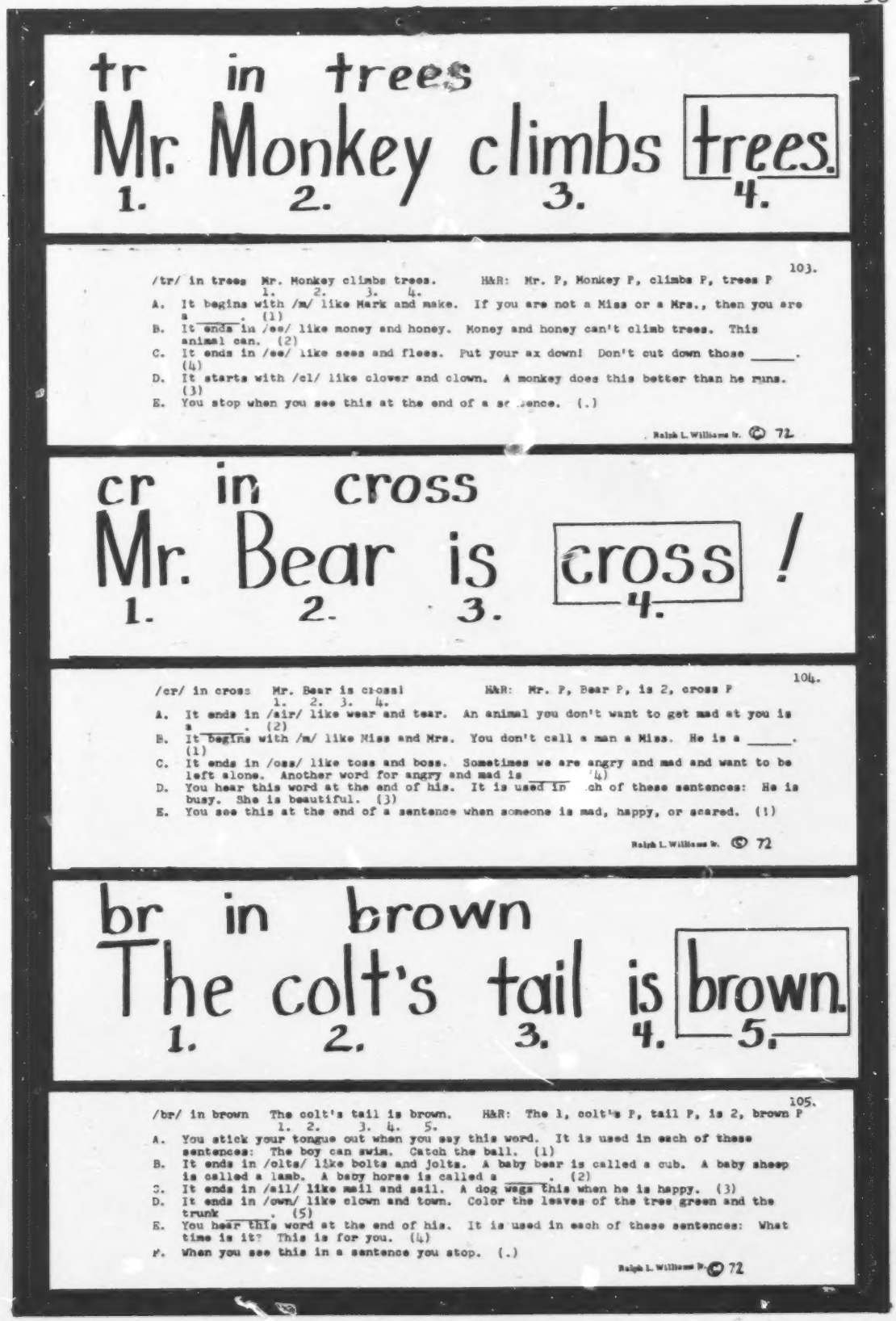

103.

/tr/ in trees Mr. Monkey climbs trees. H&R: Mr. P, Monkey P, climbs P, trees P
1. 2. 3. 4.

A. It begins with /m/ like Mark and make. If you are not a Miss or a Mrs., then you are a _____. (1)
B. It ends in /ee/ like money and honey. Money and honey can't climb trees. This animal can. (2)
C. It ends in /ee/ like sees and flees. Put your ax down! Don't cut down those _____. (4)
D. It starts with /cl/ like clover and clown. A monkey does this better than he runs. (3)
E. You stop when you see this at the end of a sentence. (.)

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104.

/cr/ in cross Mr. Bear is cross! H&R: Mr. P, Bear P, is 2, cross P
1. 2. 3. 4.

A. It ends in /air/ like wear and tear. An animal you don't want to get mad at you is a _____. (2)
B. It begins with /m/ like Miss and Mrs. You don't call a man a Miss. He is a _____. (1)
C. It ends in /oss/ like toss and boss. Sometimes we are angry and mad and want to be left alone. Another word for angry and mad is _____ (4)
D. You hear this word at the end of his. It is used in each of these sentences: He is busy. She is beautiful. (3)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (!)

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105.

/br/ in brown The colt's tail is brown. H&R: The 1, colt's P, tail P, is 2, brown P
1. 2. 3. 4. 5.

A. You stick your tongue out when you say this word. It is used in each of these sentences: The boy can swim. Catch the ball. (1)
B. It ends in /olts/ like bolts and jolts. A baby bear is called a cub. A baby sheep is called a lamb. A baby horse is called a _____. (2)
C. It ends in /ail/ like mail and sail. A dog wags this when he is happy. (3)
D. It ends in /own/ like clown and town. Color the leaves of the tree green and the trunk _____. (5)
E. You hear this word at the end of his. It is used in each of these sentences: What time is it? This is for you. (4)
F. When you see this in a sentence you stop. (.)

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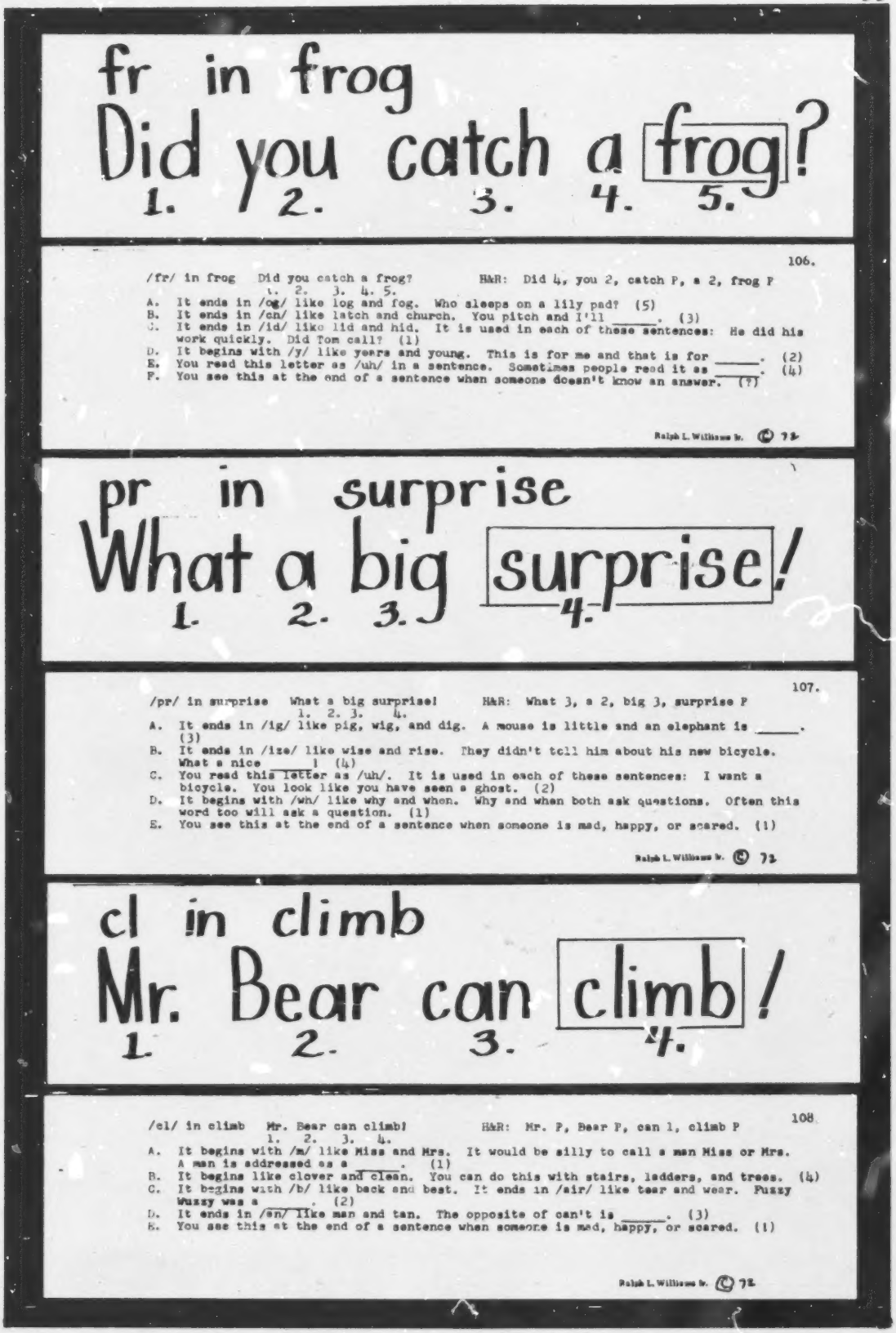

106.

/fr/ in frog Did you catch a frog? H&R: Did 4, you 2, catch P, a 2, frog P
1. 2. 3. 4. 5.

A. It ends in /og/ like log and fog. Who sleeps on a lily pad? (5)
B. It ends in /ch/ like latch and church. You pitch and I'll _____. (3)
C. It ends in /id/ like lid and hid. It is used in each of these sentences: He did his work quickly. Did Tom call? (1)
D. It begins with /y/ like years and young. This is for me and that is for _____. (2)
E. You read this letter as /uh/ in a sentence. Sometimes people read it as _____. (4)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

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107.

/pr/ in surprise What a big surprise! H&R: What 3, a 2, big 3, surprise P
1. 2. 3. 4.

A. It ends in /ig/ like pig, wig, and dig. A mouse is little and an elephant is _____. (3)
B. It ends in /ize/ like wise and rise. They didn't tell him about his new bicycle. What a nice _____! (4)
C. You read this letter as /uh/. It is used in each of these sentences: I want a bicycle. You look like you have seen a ghost. (2)
D. It begins with /wh/ like why and when. Why and when both ask questions. Often this word too will ask a question. (1)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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108

/cl/ in climb Mr. Bear can climb! H&R: Mr. P, Bear P, can 1, climb P
1. 2. 3. 4.

A. It begins with /m/ like Miss and Mrs. It would be silly to call a man Miss or Mrs. A man is addressed as a _____. (1)
B. It begins like clover and clean. You can do this with stairs, ladders, and trees. (4)
C. It begins with /b/ like back and best. It ends in /air/ like tear and wear. Fuzzy Wuzzy was a _____. (2)
D. It ends in /an/ like man and tan. The opposite of can't is _____. (3)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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sk in skate

Can a rabbit **skate**?
1. 2. 3. 4.

109.

/sk/ in skate Can a rabbit skate? H&R: Can 1, a 2, rabbit P, skate P
1. 2. 3. 4.

A. It ends in /it/ like bit and hit. A frog hops. This animal also hops. (3)
B. It ends in /an/ like Dan, man, and ran. It is used in each of these sentences: Yes I can. Put it in the can. (1)
C. You say /uh/ when you read this word. Its alphabet name is _____. (2)
D. It ends in /ate/ like late and plate. You can do this on ice or cement. (4)
E. You see this at the end of a sentence when someone wants an answer. (?)

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sn in snake

Is this your **snake**?
1. 2. 3. 4.

110.

/sn/ in snake Is this your snake? H&R: Is 2, this 2, your 3, snake P
1. 2. 3. 4.

A. You stick your tongue out when you say this word. It is used in each of these sentences: What is this? Do you want this or that? (2)
B. It begins with /y/ like years and young. These are my skates and these are _____ skates. (3)
C. You hear this word when you say his. The first word in our sentence is _____. (1)
D. It ends in /ake/ like make and cake. It wiggles and crawls. (4)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

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ight in right

Are you all **right**?
1. 2. 3. 4.

111.

/ight/ in right Are you all right? H&R: Are 3, you 2, all P, right P
1. 2. 3. 4.

A. You hear this word at the end of all and call. I don't want just a bite. I want it _____. (3)
B. It ends in /ight/ like might and light. The opposite of left is _____. (4)
C. It begins with /y/ like years and young. The opposite of me is _____. (2)
D. You hear this word when you say car and far. It is used in each of these sentences: Who are you? Are you going with us? (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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gh in enough

Have you had enough?
1. 2. 3. 4.

112.

/gh/ in enough Have you had enough? H&R: Have 2, you 2, had R, enough F
1. 2. 3. 4.

A. It begins with /h/ like here and how. It is used in each of these sentences: Can I have this? Do you have chocolate ice-cream? (1)
B. It ends in /ough/ like tough and rough. This is the word your parents use when they have had it. "Alright kids. I've had enough_____."(4)
C. It ends in /ad/ like glad and fad. Would you say, "Have you glad enough?" or "Have you fad enough?" No. You would say, "Have you _____ enough?" (3)
D. It begins like yesterday and years. The opposite of me is _____. (2)
E. You see this at the end of a sentence when someone doesn't know the answer. (?)

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s in city

Fremont is a city?
1. 2. 3. 4.

113.

/s/ in city Fremont is a city. H&R: Fremont___, is 2, a 2, city R2
1. 2. 3. 4.

A. You hear this word when you say whisz and his. Do you know what this _____? (2)
B. It starts with /s/ like circle and ceiling. However, it doesn't begin with the letter "s". A place where people go to shop and buy things might be a town or a _____. (4)
C. You read this as /uh/. It is in each of these phrases: a little kitten, a good time. (3)
D. It begins with /fr/ like friends and free. This is the name of a city. (1)
E. You stop when you see this at the end of a sentence. (.)

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z in was

Was that a pigeon?
1. 2. 3. 4.

114.

/z/ in was Was that a pigeon? H&R: Was F, that F, a 2, pigeon F
1. 2. 3. 4.

A. It begins with /p/ like pickle and pond. This is the name of a bird. (4)
B. You hear /s/ at the end of fuzz. You hear /z/ at the end of this word but it is not a "z". It is used in each of these sentences: He was hungry. What was that? (1)
C. You stick your tongue out when you say this word. It is used in each of these sentences: What is that? That is all I want. (2)
D. You read this as /uh/: a dog, a boy, a beautiful butterfly. (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

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squ in squirrel

The squirrel runs faster.
1. 2. 3. 4.

115.

/squ/ in squirrel The squirrel runs faster. H&R: The 1, squirrel P, runs P, faster P
1. 2. 3. 4.

A. It ends in /er/ like Mother and brother. A word that means speedier than fast is _____. (4)
B. It begins with /squ/ like squirt and squeeze. This is a small furry animal. (2)
C. It ends in /uns/ like buns and suns. A bird flies and a boy _____. (3)
D. You stick your tongue out when you say this word. It is used in each of these sentences: The boy ran home. Close the door. (1)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

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ir in girl

Earrings are for girls
1. 2. 3. 4.

116.

/ir/ in girl Earrings are for girls! H&R: Earrings LW4, are 3, for 2, girls P
1. 2. 3. 4.

A. You hear this word when you say far and star. It is used in each of these sentences: Are you ready? We are going now. (2)
B. It ends in /ore/ like more and store. It is used in each of these sentences: Who is this for? Make some cookies for my teacher. (3)
C. It ends in /ings/ like rings and kings. Girls wear these. (1)
D. It has /ir/ in it like bird and circle. The opposite of boys are _____. (4)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (!)

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ur in hamburger

I want a hamburger
1. 2. 3. 4.

117.

/ur/ in hamburger I want a hamburger! H&R: I 1, want 2, a 2, hamburger LW2
1. 2. 3. 4.

A. You hear two words when you say this word. It is something good to eat. (4)
B. It ends in /nt/ like hunt and went. If you would like to have something you might use this word. (2)
C. You hear this word at the end of my and fly. You use the word when you talk about yourself. (1)
D. You read this word as /uh/. It is used in each of these sentences: You have a bicycle. I want a drink. (3)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (!)

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ea in eat

The lamb likes to **eat**.
1. 2. 3. 4. 5.

118.

/ea/ in eat The lamb likes to eat. H&R: The 1, lamb P, likes 2, to 2, eat P
1. 2. 3. 4. 5.

A. It begins with /l/ like look and little. A baby horse is called a colt. A baby cow is called a calf. A baby sheep is called a _____. (2)
B. It ends in /ikes/ like bikes and trikes. He hates spinach but _____ ice-cream. (3)
C. You hear this word at the end of beat and treat. A pig grows fat because he likes to _____. (5)
D. It ends in /ue/ like glue and true. It is used in each of these sentences: Go to the store. Take this to school. (4)
E. You stick your tongue out when you say this word. It is used in each of these sentences: See the rocket. The water was cold. (1)
F. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

ai in rain

It will **rain** someday.
1. 2. 3. 4.

119.

/ai/ in rain It will rain someday. H&R: It P, will 3, rain P, someday P
1. 2. 3. 4.

A. You hear this word when you say hit and sit. It is used in each of these sentences: What shall we name it? It was almost time to go. (1)
B. It ends in /ill/ like still and fill. Our sentence reads: It _____ rain someday. (2)
C. It ends in /ay/ like play and may. The opposite of now is _____. (4)
D. It ends in /ain/ like pain and main. Take your umbrella. It might _____. (3)
E. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

ew in new

Will a dime stay **new**?
1. 2. 3. 4. 5.

120.

/ew/ in new Will a dime stay new? H&R: Will 3, a 2, dime P, stay P, new P
1. 2. 3. 4. 5.

A. It ends in /ime/ like time and lime. Ten pennies are the same as a _____. (3)
B. It ends in /ay/ like may and play. The opposite of to go is to _____. (4)
C. It ends in /ew/ like flew and stew. The opposite of old is _____. (5)
D. It ends in /ill/ like fill and still. It is used in each of these sentences: Will you play with me? We will go home tomorrow. (1)
E. You read this as /uh/. Its letter name is _____. (2)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

oy in boy

Mark is a good boy.
1. 2. 3. 4. 5.

121.

/oy/ in boy Mark is a good boy. H&R: Mark 1, is 2, a 2, good 2, boy P
1. 2. 3. 4. 5.

A. It ends in /ood/ like wood and hood. The opposite of bad is _____. (4)
B. It ends in /ark/ like park and spark. You can use a pencil to make a _____. (1)
C. You hear this word when you say his. It is used in each of these phrases: _____ is funny, _____ is running. (2)
D. You say /uh/ when you read this as a word. When you say its letter name you say _____. (3)
E. It ends in /oy/ like toy and coy. The opposite of girl is _____. (5)
F. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

oa in coat

Give me my coat!
1. 2. 3! 4.

122.

/oa/ in coat Give me my coat! H&R: Give P, me 2, my 1, coat P
1. 2. 3. 4.

A. It ends in /oat/ like boat and goat. Something you might wear on a cold day is a _____. (4)
B. It ends in /oe/ like we and he. The opposite of the word you is _____. (2)
C. It begins with /g/ like got and go. It is mine! _____ it to me! (1)
D. It ends like my and fly. You use this word when you talk about something you own. (3)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

Ralph L. Williams Jr. © 72

ōw in show

Mark went to the show.
1. 2. 3. 4. 5.

123.

/ōw/ in show Mark went to the show. H&R: Mark 1, went R, to 2, the 1, show P
1. 2. 3. 4. 5.

A. It ends in /ent/ like spent and cent. We are going skating. Jim _____ last Saturday. (2)
B. You stick your tongue out in each of these phrases: the boy, the girl, the funny. Which word makes you stick your tongue out when you say it? (4)
C. It ends in /oe/ like mow and row. A word that means nearly the same as movie is _____. (5)
D. It ends in /ark/ like lark and spark. A boy's name is _____. (1)
E. It ends in /ue/ like who. It is used in each of these phrases: to run, to jump, to eat. (3)
F. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr.

ĕa in meadow

The meadow is green.

1. 2. 3. 4.

124.

/ĕa/ in meadow The meadow is green. H&R: The 1, meadow P, is 2, green 3
1. 2. 3. 4.

A. It ends in /een/ like seen and teen. If I say grass, what color do you think of? (4)
B. It ends in /ow/ like show and grow. The sheep are eating grass in the _____. (2)
C. Say these phrases with me: the green car, the busy bee. Which word in each of the phrases made you stick your tongue out? (1)
D. You say this word when you say, his. Our sentence reads, "The meadow _____ green." (3)
E. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

"y" is ī in

by, fly and why.

1. 2. 3. 4.

125.

"y" is ī in by, fly and why. H&R: by P, fly 4, and 1, why P
1. 2. 3. 4.

A. It ends in /ī/ like my. If you were a bird you could to this. (2)
B. It ends in /ī/ like cry. This word asks a question. (4)
C. It ends in /ī/ like try. A fly just flew _____. (1)
D. You hear this at the end of sand and land. It connects each of these phrases: Janet and Mark, Tom and Betty. (3)
E. When you see this at the end of a sentence it tells you to stop. (.)
F. When you see this in a sentence it tells you to take a breath. (,)

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"y" is ē in

puppy, Mary and monkey.

1. 2. 3. 4.

126.

"y" is ē in puppy, Mary and monkey H&R: puppy P, Mary P, and 1, monkey P
1. 2. 3. 4.

A. It ends in /ee/ like happy. A baby horse is called a colt. A baby dog is called a _____. (1)
B. It ends in /ee/ like silly. It is a girl's name. (2)
C. It ends in /ee/ like funny. This animal can hang by his tail. (4)
D. You hear this at the end of band. We use this word to connect words together: come and see, this and that. (3)
E. When you see this at the end of a sentence it tells you to stop. (.)
F. When you see this in a sentence it tells you to take a breath. (,)

Ralph L. Williams Jr. © 72

ust in must

Why must I go now ?
1. 2. 3. 4. 5.

127.

/ust/ in must Why must I go now? H&R: Why P, must ___, I 1, go 1, now 3
1. 2. 3. 4. 5.

A. It ends like my and by. It asks questions like the words where and when. (1)
B. It ends in /ow/ like cow and how. Don't do it later. Do it right _____. (5)
C. It begins with /m/ like mine and meadow. A word that means you have to do something is _____. (2)
D. It begins with /g/ like good and gone. Get ready, on your mark, get set, _____. (4)
E. You hear this word when you say by and my. When you talk about yourself you use this word. (3)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

im in Tim

Come and help Tim!
1. 2. 3. 4.

128.

/im/ in Tim Come and help Tim! H&R: Come 1, and 1, help P, Tim ___
1. 2. 3. 4.

A. It begins with /c/ like can and catch. Since the mailman came yesterday, maybe he will _____ again today. (1)
B. It begins with /h/ like here and how. If you were being chased by a monster, what would you yell for? (3)
C. It ends in /im/ like him and rim. It is a boy's name. (4)
D. You hear this word when you say hand and land. It is used to connect each of these phrases: Janet and Mark, Tom and Betty. (2)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

Ralph L. Williams Jr. © 72

est in rest

Do you want to rest ?
1. 2. 3. 4. 5.

129.

/est/ in rest Do you want to rest? H&R: Do 3, you 2, want 2, to 2, rest P
1. 2. 3. 4. 5.

A. It ends in /nt/ like bent and sent. Children use this word when in a toy store. (3)
B. It ends in /est/ like test and nest. I'm tired. I think I'll lie down and _____. (5)
C. It ends like who and to. There's nothing to _____. (1)
D. It ends like do and who. It is used twice in this sentence: It is time to go to school. (4)
E. It begins with /y/ like your and years. The opposite of me is _____. (2)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

all in hall

Walk down the hall!

1. 2. 3. 4.

130.

/all/ in hall Walk down the hall! H&R: Walk R, down 1, the 1, hall ___
1. 2. 3. 4.

A. It ends in /own/ like clown and town. You throw a ball up and then it comes _____. (2)
B. Listen to these phrases: the green car, in the way. Which word in each phrase makes you stick out your tongue when you say it? (3)
C. It ends in /all/ like ball and call. You walk down this. It often has rooms on either side of it. (4)
D. It ends in /alk/ like talk and chalk. A bird can fly. A man must _____. (1)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

Ralph L. Williams Jr. © 72

ake in lake

We swim at the lake.

1. 2. 3. 4. 5.

131.

/ake/ in lake We swim in the lake. H&R: We 3, swim P, in 1, the 1, lake ___
1. 2. 3. 4. 5.

A. You hear this word when you say win and spin. The opposite of out is _____. (3)
B. It ends in /im/ like him and Jim. It is something you can do in a pond. (2)
C. Which word in these phrases makes you stick your tongue out: in the house, on the bike? (4)
D. It ends in /ake/ like make and take. You might catch a fish in the _____. (5)
E. It ends like he and me. When you are talking about yourself and another person you would say _____. (1)
F. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

ay in day

Happy birthday to you!

1. 2. 3. 4.

132.

/ay/ in day Happy Birthday to you! H&R: Happy P, Birthday P, to 2, you 2
1. 2. 3. 4.

A. It ends in /ue/ like do and who. It is used in each of these phrases: to the carnival, want to go. (3)
B. It ends in /ee/ like puppy and monkey. The opposite of sad is _____. (1)
C. It ends in /ay/ like play and stay. The date on which you were born is called your _____. (2)
D. It begins like yesterday and yellow. The opposite of me is _____. (4)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

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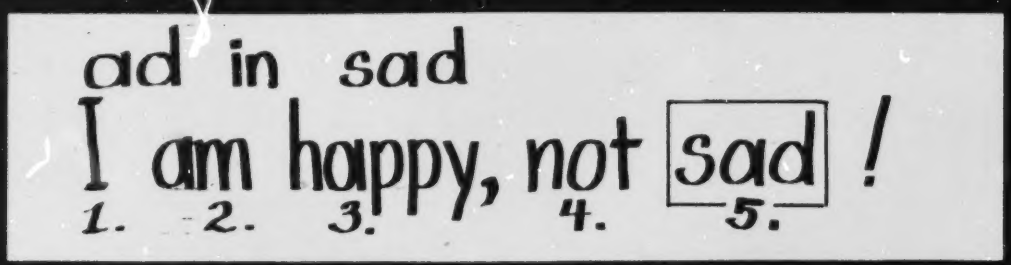

133.

/ad/ in sad I am happy, not sad! H&R: I 1, am P, happy P, not 2, sad R2
1. 2. 3. 4. 5.

A. It ends in /ot/ like pot and hot. The opposite of can is can _____. (4)
B. You hear this word when you say Sam and ham. You hear it in each of these phrases: am going to, I am looking at. (2)
C. You hear this word when you say my and try. People use this word when they talk about themselves. (1)
D. It ends in /ee/ like puppy and silly. The opposite of sad is _____. (3)
E. It ends in /ad/ like had and bad. If someone is not happy, they might be _____. (5)
F. You see this at the end of a sentence when someone is mad, happy, or scared. (!)
G. You take a breath when you see this in a sentence. (,)

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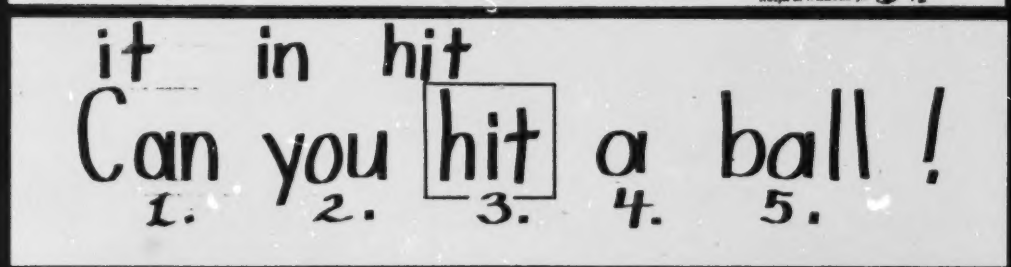

134.

/it/ in hit Can you hit a ball? H&R: Can 1, you 2, hit ___, a 2, ball P
1. 2. 3. 4. 5.

A. It begins with /y/ like years and yes. The opposite of me is _____. (2)
B. It ends in /an/ like fan and man. Put the garbage in the _____. (1)
C. It ends in /all/ like call and tall. You can bounce a _____. (5)
D. You read this as /uh/. When you see it as a letter you say _____. (4)
E. It ends in /it/ like fit and sit. You can do this with a baseball and a bat. (3)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

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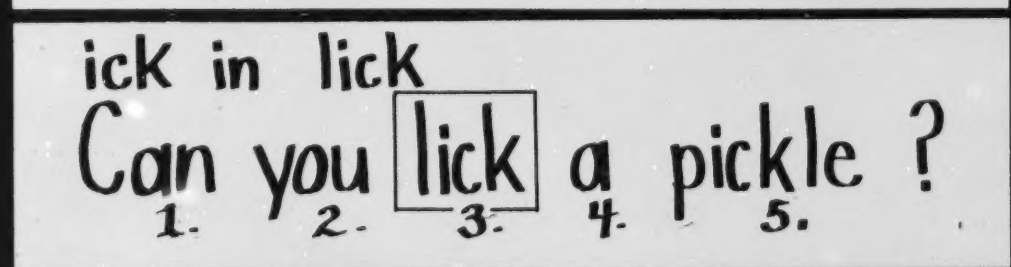

135.

/ick/ in lick Can you lick a pickle? H&R: Can 1, you 2, lick ___, a 2, pickle P
1. 2. 3. 4. 5.

A. It begins with /p/ like pop and pin. Some of these are sweet. Some of these are sour. (5)
B. It begins with /l/ like look and light. You stick your tongue out when you do this. (3)
C. It rhymes with pan and tan. The opposite of cannot is _____. (1)
D. It begins with /y/ like yes and yesterday. The opposite of me is _____. (2)
E. You read this as /uh/. It is used in each of these phrases: a new can, go for a. (4)
F. You see this at the end of a sentence when someone doesn't know the answer. (?)

Ralph L. Williams Jr. © 72

ight in light

The light makes a shadow.

1. 2. 3. 4. 5.

136.

/ight/ in light The light makes a shadow. H&R: The 1, light ___, makes 2, a 2, shadow P
1. 2. 3. 4. 5.

A. Which word in these phrases makes you stick your tongue out: in the water, over the roof? (1)
B. It ends in /oe/ like show and snow. This is your silent friend on a sunny day. (5)
C. It is used in each of these phrases: a new boy, a big cat. (4)
D. It ends in /akes/ like flakes and shakes. Which of these words is a doing word? (3)
E. It ends in /ight/ like right and might. The opposite of dark is _____. (2)
F. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

ish in wish

Mr. Fish, make a wish.

1. 2. 3. 4. 5.

137.

/ish/ in wish Mr. Fish, make a wish. H&R: Mr. P, Fish P, make 3, a 2, wish ___
1. 2. 3. 4. 5.

A. It ends in /ake/ like cake and rake. Which of these words is a doing word? (3)
B. It ends in /ish/ like swish. What are you supposed to do before you blow out the candles on your birthday cake? Make a _____. (5)
C. It begins with /m/ like Miss and Mrs. You wouldn't call a boy a Miss or a Mrs. He is a _____. (1)
D. It ends in /ish/ like wish and swish. If you are a good swimmer, someone might say you could swim like a _____. (2)
E. You hear this word as /uh/ in each of these phrases: a good time, a little while. (4)
F. You stop when you see this at the end of a sentence. (.)
G. You take a breath when you see this in a sentence. (,)

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et in set

Mother set her hair.

1. 2. 3. 4.

138.

/et/ in set Mother set her hair. H&R: Mother 2, set ___, her 4, hair P
1. 2. 3. 4.

A. It ends in /air/ like fair and lair. You can comb this. (4)
B. It ends in /er/ like after and either. The opposite of him is _____. (3)
C. It ends in /er/ like teacher and pitcher. The opposite of brother is sister. The opposite of father is _____. (1)
D. It ends in /et/ like pet and jet. A word that means to put something down is _____. (2)
E. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

op in top

Did you see my top ?
1. 2. 3. 4. 5.

139.

/op/ in top Did you see my top? H&R: Did 4, you 2, see 1, my 1, top R2
1. 2. 3. 4. 5.

A. It ends in /ee/ like tree and three. You do this with your eyes. (3)
B. It ends in /id/ like hid and rid. It is used in each of these phrases: did his work, what did the. (1)
C. It begins with /t/ like time and tell. It is something that spins. (5)
D. It ends like fly and cry. You use this when you talk about things that belong to you. (4)
E. It begins with /y/ like years and young. The opposite of me is _____. (2)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

un in run

David likes to run.
1. 2. 3. 4.

140.

/un/ in run David likes to run. H&R: David P, likes 2, to 2, run P
1. 2. 3. 4.

A. It begins with /t/ like tell and town. It is used in each of these phrases: going to jump, to sing a little. (3)
B. It ends in /ikes/ like bikes and trikes. Mark uses this word when he talks about candy and ice-cream. (2)
C. It begins with /r/ like rabbit and red. The opposite of walk is _____. (4)
D. It ends in /id/ like hid and did. It is a boy's name. (1)
E. You stop when you see this at the end of a sentence. (.)

Ralph L. Williams Jr. © 72

eep in peep

Can a sheep peep ?
1 2. 3. 4.

141.

/eep/ in peep Can a sheep peep? H&R: Can 1, a 2, sheep P, peep R
1. 2. 3. 4.

A. You hear it as /uh/ in each of these phrases: in a new car, a monster growled. (2)
B. It ends in /an/ like plan and man. The opposite of cannot is _____. (1)
C. It ends in /eep/ like keep and deep. It is the noise that a baby chicken makes. (4)
D. It ends in /eep/ like beep and steep. When a baby lamb grows up he will be called a _____. (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

og in fog

Can you feel the fog?

1. 2. 3. 4. 5.

142.

/og/ in fog Can you feel the fog? HAR: Can 1, you 2, feel P, the 1, fog ___
1. 2. 3. 4. 5.

A. It ends in /eel/ like heel and steel. It is a word that means to touch. (3)
B. It ends in /an/ like Dan and tan. Where should I put the garbage? In the garbage _____. (1)
C. It begins with /y/ like young and years. The opposite of me is _____. (2)
D. Which word makes you stick your tongue out in each of these phrases: into the deep water, over the moon. (4)
E. It ends in /og/ like log and dog. It looks like a low cloud. (5)
F. You see this at the end of a sentence when someone doesn't know the answer. (?)

Ralph L. Williams Jr. © 72

oat in goat

Help me catch the goat!

1. 2. 3. 4. 5.

143.

/oat/ in goat Help me catch the goat! HAR: Help P, me 2, catch P, the 1, goat RW4
1. 2. 3. 4. 5.

A. It ends in /atch/ like match and patch. You do this with a baseball. (3)
B. It ends in /ee/ like we and he. The opposite of you is _____. (2)
C. Which words make you stick your tongue out in each of these phrases: in the big pond, the top of. (4)
D. It begins with /g/ like get and good. It is an animal. It doesn't go moo. It doesn't crow. (5)
E. It begins with /h/ like here and how. If you fell in deep water and couldn't swim, this is what you would yell. (1)
F. You see this at the end of a sentence when someone is mad, happy, or scared. (!)

Ralph L. Williams Jr. ©72

alk in walk

Can a walk talk ?

1. 2. 3. 4.

144.

/alk/ in walk Can a walk talk? HAR: Can 1, a 2, walk 3, talk P
1. 2. 3. 4.

A. It ends in /an/ like man and pan. It is used in each of these sentences: I can run. A bird can fly. (1)
B. It is read as /uh/ in each of these phrases: a scarey monster, in a puddle. (2)
C. It begins with /t/ like time and tell. It is something you can do on a telephone. (4)
D. It begins with /w/ like want and went. Your feet help you to do this. (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

oy in toy

See my new **toy** !

1. 2. 3. 4.

145.

/oy/ in toy See my new toy! H&R: See 1, my 1, new P, toy ___
1. 2. 3. 4.

A. It ends like by and fly. You use this word when you talk about something that belongs to you. (2)
B. It ends in /ew/ like few and flew. The opposite of old is _____. (3)
C. It ends in /ee/ like tree and three. It is a word that means nearly the same as look. (1)
D. It begins with /t/ like tell and to. It is something you might get for your birthday. (4)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

Ralph L. Williams Jr. © 72

ake in bake

Will you **bake** a cake ?

1. 2. 3. 4. 5.

146.

/ake/ in bake Will you bake a cake? H&R: Will 3, you 2, bake ___, a 2, cake LW2
1. 2. 3. 4. 5.

A. It begins with /y/ like yes and young. The opposite of me is _____. (2)
B. It begins with /k/ like come and came. It is good to eat. (5)
C. You hear it as /uh/ in each of these phrases: a new boy, into a big cave. (4)
D. It ends in /ill/ like hill and fill. It is used in each of these sentences: I will bring it tomorrow. Will you loan me your bicycle? (1)
E. It begins with /b/ like big and best. First you mix a cake. Next you _____ it. (3)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

ip in rip

Do I see a **rip** ?

1. 2. 3. 4. 5.

147.

/ip/ in rip Do I see a rip? H&R: Do 3, I 1, see 1, a 2, rip ___
1. 2. 3. 4. 5.

A. It ends in /ee/ like tree and three. Glasses help some people to do this better. (3)
B. You hear this word at the end of by and my. People use this word when they talk about themselves. (2)
C. It begins with /r/ like ride and rain. It means nearly the same as the word tear. (5)
D. You hear this word as /uh/ in each of these phrases: in a flash, a busy street. (4)
E. It ends in /ue/ like to and who. It is used in each of these phrases: do a little, can do it. (1)
F. You see this at the end of a sentence when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

an in fan

Can you feel the **fan**?

1. 2. 3. 4. 5.

148.

/an/ in fan Can you feel the fan? H&R: Can 1, you 2, feel P, the 1, fan R2
1. 2. 3. 4. 5.

A. It ends in /eel/ like heel and keel. It is a word that means to touch. (3)
B. Which word in these phrases makes you stick your tongue out: in the morning, the boy ran? (4)
C. It begins with /y/ like years and yesterday. The opposite of me is _____. (2)
D. It begins with /f/ like fine and for. You might use one of these on a hot day to cool yourself. (5)
E. It ends in /an/ like Dan and man. Soup sometimes comes in a _____. (1)
F. You see this when someone doesn't know an answer. (?)

Ralph L. Williams Jr. © 72

am in Sam

Go and get **Sam**!

1. 2. 3. 4.

149.

/am/ in Sam Go and get Sam! H&R: Go 1, and 1, get 3, Sam __
1. 2. 3. 4.

A. It ends in /et/ like met and pet. It is used in each of these phrases: to get wet, to get a ball. (3)
B. It begins with /s/ like see and socks. It is a boy's name. (4)
C. You hear this word at the end of bend and hand. It connects these names: Janet and Mark, Tom and Susan. (2)
D. It ends in /oe/ like the words so and no. Red means stop. Green means _____. (1)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

Ralph L. Williams Jr. © 72

ong in long

The lamb has **long** legs.

1. 2. 3. 4. 5.

150.

/ong/ in long The lamb has long legs. H&R: The 1, lamb P, has R2, long P, legs P
1. 2. 3. 4. 5.

A. It begins with /h/ like how and have. It is used in each of these sentences: Who has it? He has a new bike. (3)
B. Which word in each of these phrases makes you stick your tongue out: the explosion, into the red hot lava? (1)
C. It ends in /egs/ like pegs and kegs. Your feet and ankles are connected to these. (5)
D. It ends in /am/ like Sam and ram. A baby sheep is called a _____. (2)
E. It ends in /ong/ like song and strong. The opposite of short is _____. (4)
F. When you see this at the end of a sentence it tells you to stop. (.)

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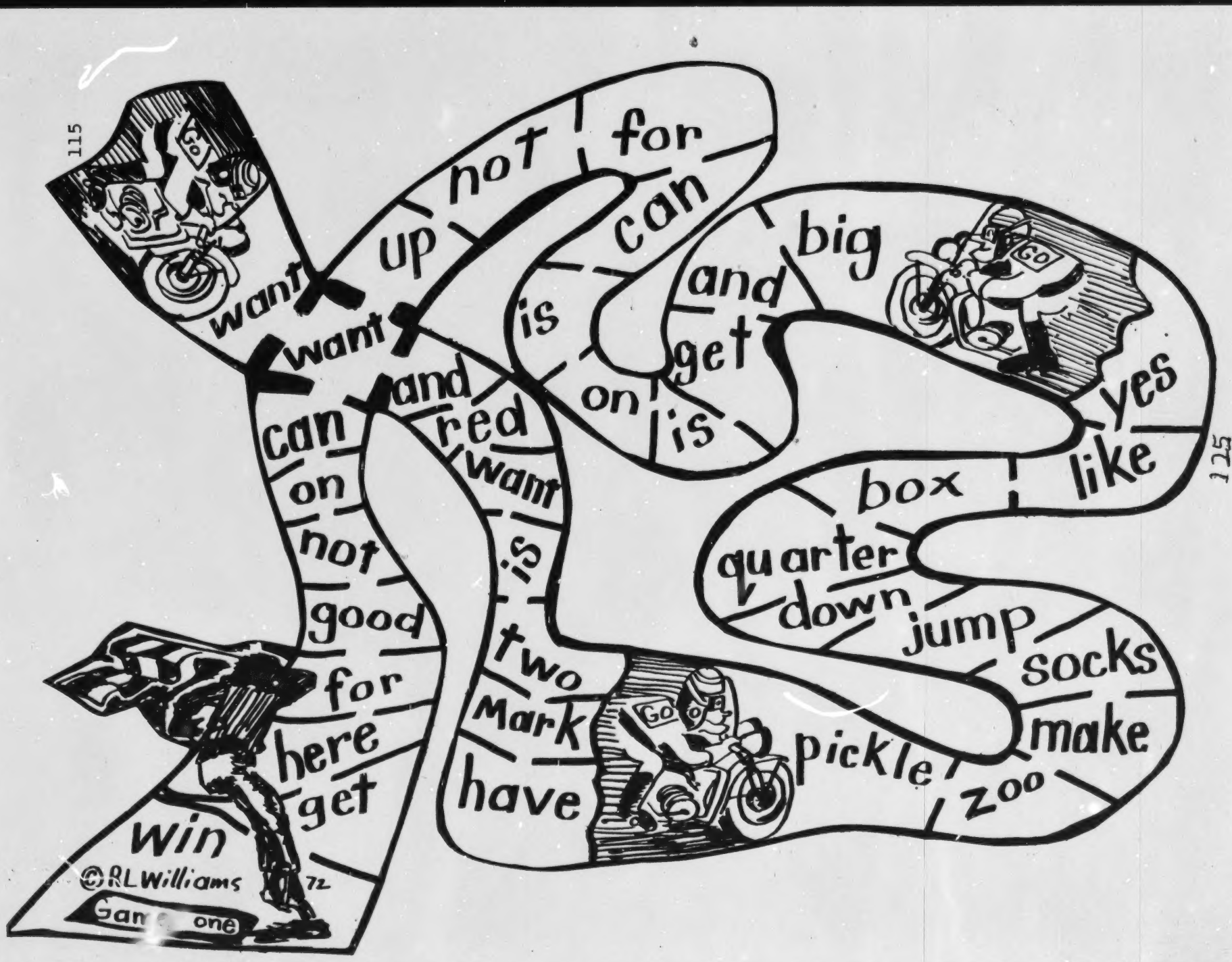
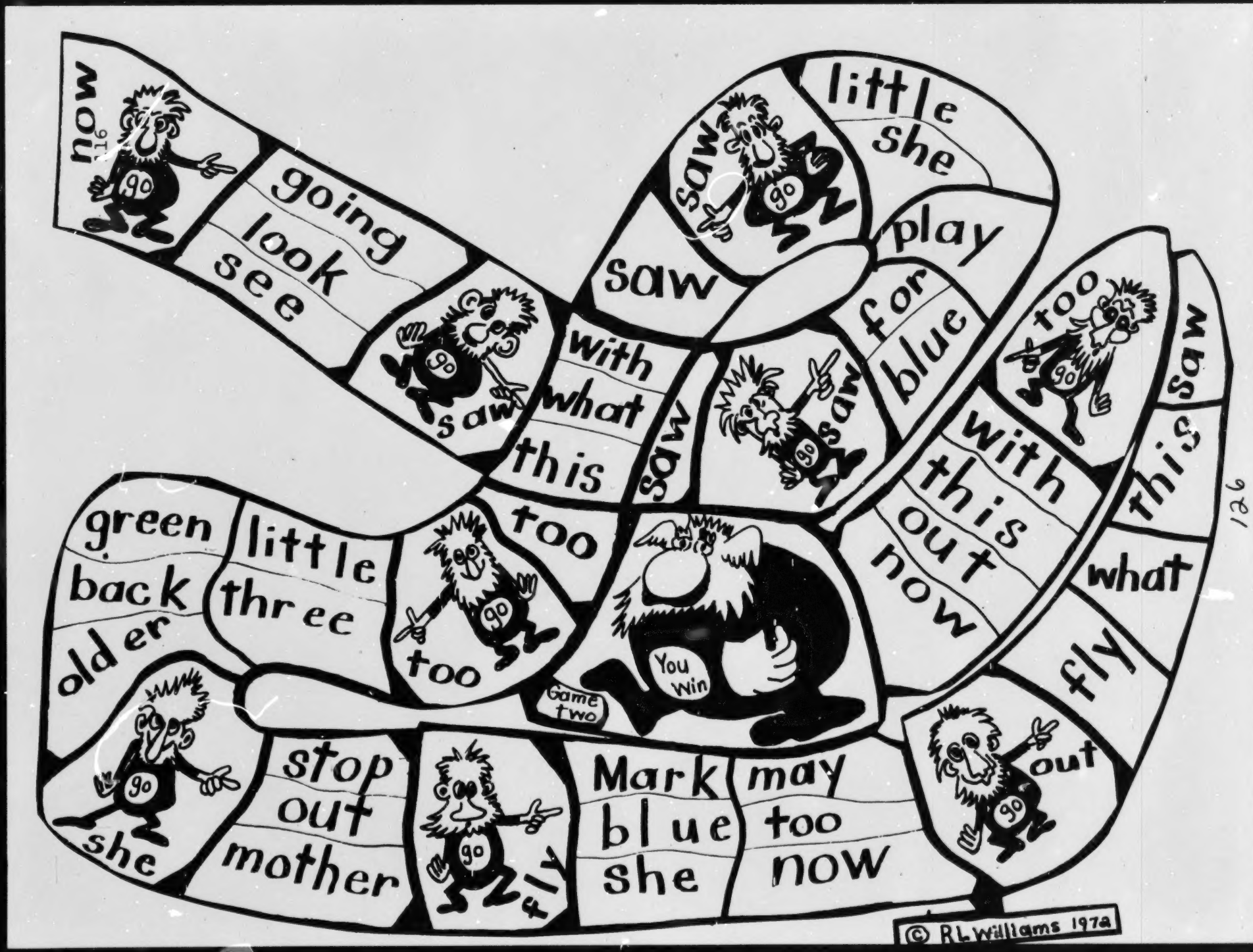
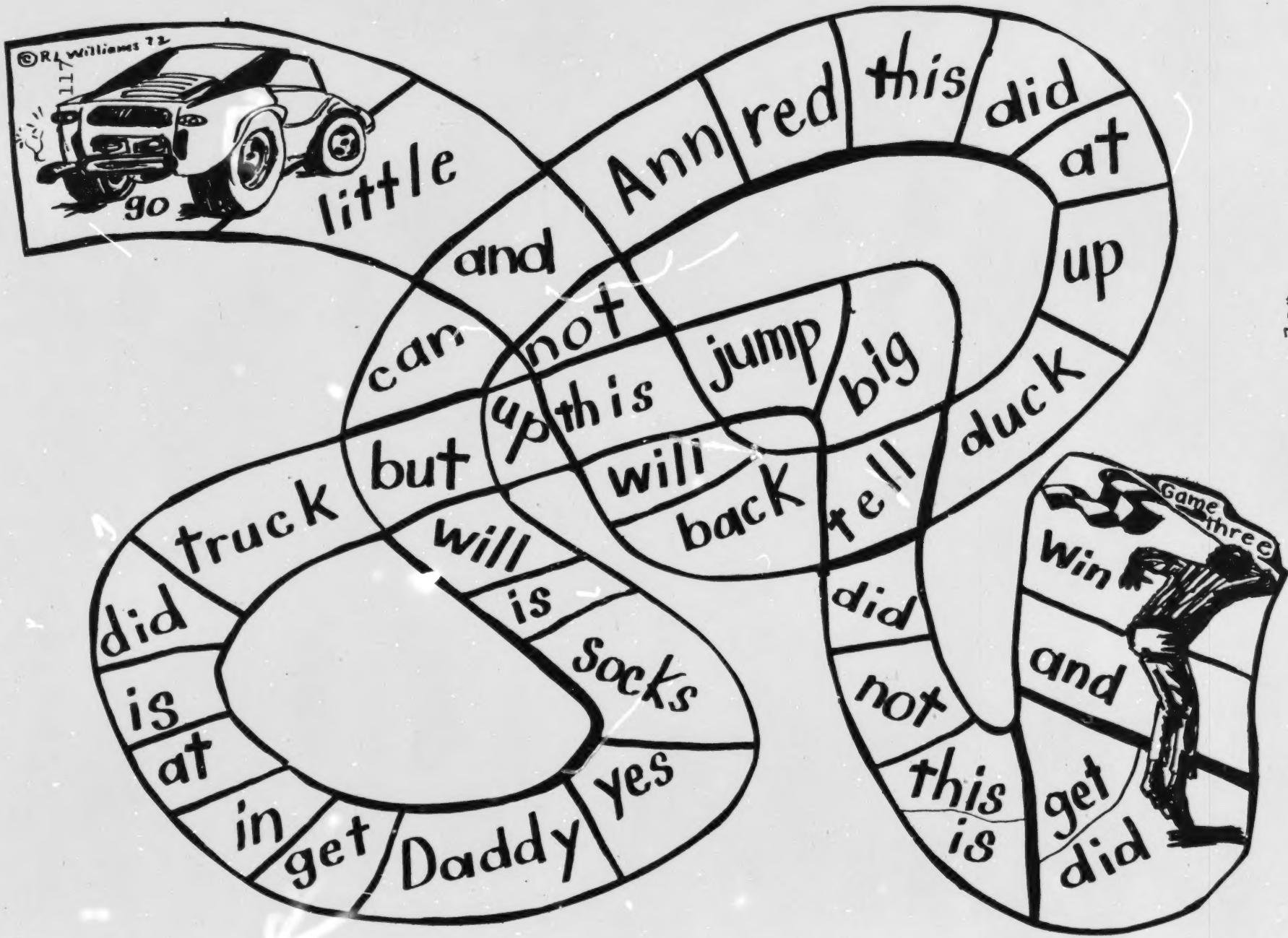
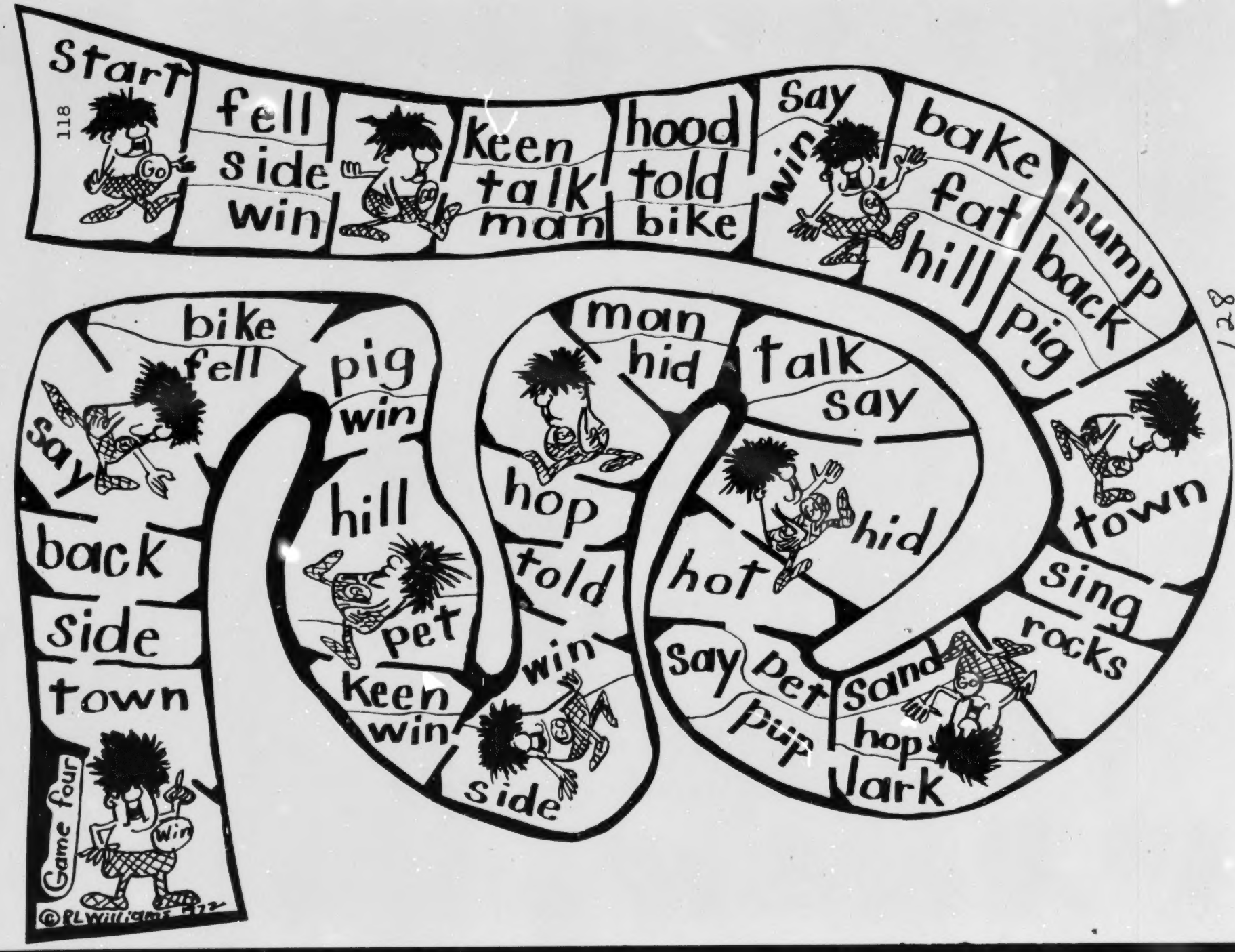
APPENDIX C

PLAY-AT-HOME GAMES


115
Go
want
up
not
for
can
want
is
and
big
get
on
is
yes
like
box
quarter
down
jump
socks
make
pickle
zoo
can
and
red
on
want
not
is
good
two
for
Mark
here
have
get
win
©RLWilliams 72
Gam one
Go
Go
125


now
going
look
see
saw
with
what
this
saw
saw
little
she
play
for
blue
saw
too
with
this
out
now
this
saw
what
fly
out
Mark
blue
she
may
too
now
stop
out
mother
fly
she
green
back
old er
little
three
too
too
You win
Game two
© R.L. Williams 1978


©R.L. Williams 72
go
little
and
can
not
up
this
but
will
truck
will
is
did
socks
is
at
yes
in
get
Daddy
Ann
red
this
did
at
up
jump
big
duck
back
tell
did
not
this
is
Game three
Win
and
get
did


Start
118
fell
side
win
Keen
talk
man
hood
told
bike
Say
win
bake
fat
hill
hump
back
pig
town
sing
rocks
sand
hop
lark
Say
pet
pup
hot
hid
hop
told
win
side
Keen
win
hill
pet
man
hid
talk
say
bike
fell
pig
win
say
back
side
town
Game four
Win
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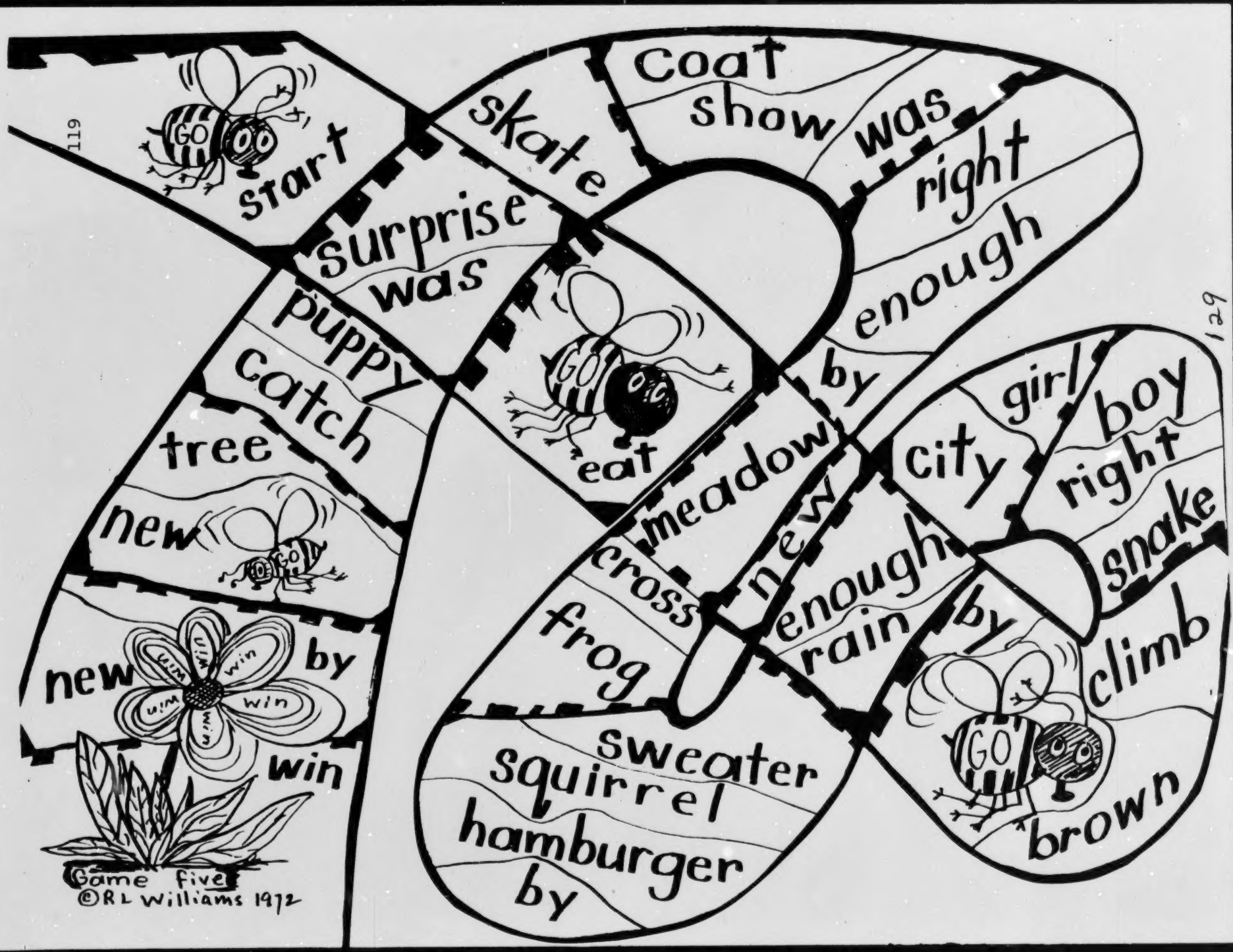
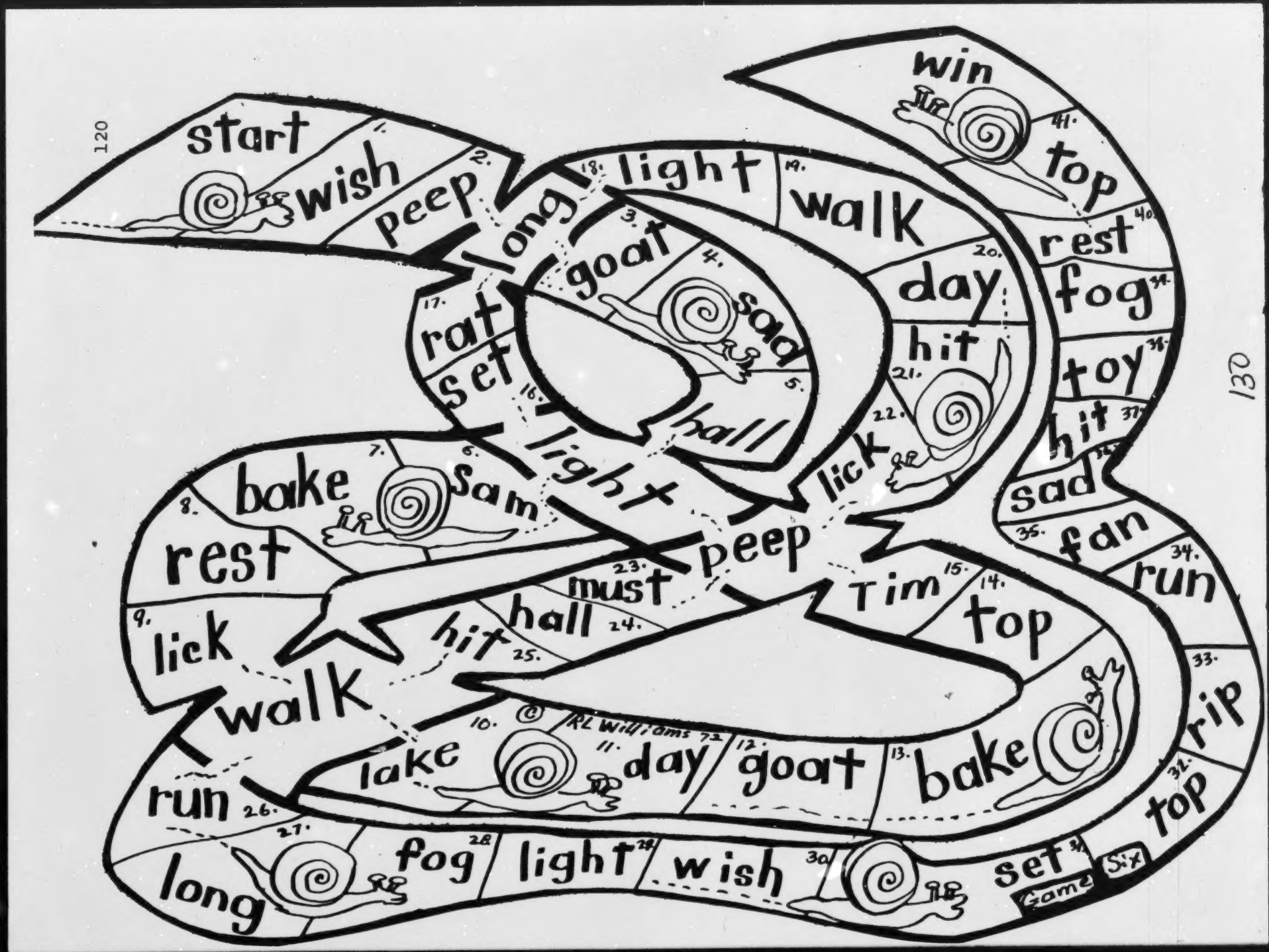

119
GO
start
skate
coat
show
was
right
surprise
was
enough
puppy
catch
tree
new
GO
eat
GO
by
meadow
new
cross
frog
enough
rain
city
girl
boy
right
snake
by
climb
GO
brown
sweater
squirrel
hamburger
by
new
win
win
win
win
win
by
win
Game five
©RL Williams 1972
129


120
start
wish
peep
long
light
walk
win
top
rest
fog
toy
hit
sad
fan
run
rip
top
set
Game
Six
goat
sad
ball
rat
set
day
hit
lick
light
bake
Sam
rest
lick
walk
must
hall
hit
peep
Tim
top
lake
day
goat
bake
run
long
fog
light
wish
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130